EXTENDING SECONDARY EDUCATION TO MEET THE FURTHER EDUCATIONAL NEEDS OF OHIO RURAL YOUTH AND ADULTS

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of The Ohio State
University

By

JOHN M. STANFIELD, B. A., M. A.

The Ohio State University

1955

Approved by:

D. T. Eikenberry

Adviser
Department of Education

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to Dr. D. H. Eikenberry who, by patience, understanding and direction has given inestimable assistance in the planning and preparation of this study. He gratefully acknowledges his indebtedness to Dr. Lowry Harding and Dr. Arch O. Heck for their criticisms and suggestions.

It is impossible to acknowledge all the factors that have contributed to the content and the writing of this study. The writer is appreciative of the interest and assistance given by Miss Alice Schweibert, Mr. Carl Hutchison, and Mr. Maurice Weiting of the Ohio Farm Bureau Inc., Columbus, Ohio; the many Advisory Council Members of the Ohio Farm Bureau Inc.; the county school superintendents of Auglaize, Champaign, Hardin, Shelby, and Union counties; and to the high school seniors and their parents of the six-county area. He is also appreciative of the assistance given by Dr. Clara Blackburn,Mr. E. H. Blain, Miss Elaine Ginett, and Dr. Roland E. Good. The greatest personal indebtedness is to Sara E. Stanfield, whose critical editing did much to clarify the study.

TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

LIST OF TABLES

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Change challenges! People, both urban and rural, are continually facing change, and their approach to the problems brought about by change is determined in large measure by their differing experiences and environment. These differences require a distinctive approach to the problem of what to teach and how to teach, to school activities, and to the services offered by the school to the rural community. Dawson, recognizing these differences, writes:

> Rural education is unique in that the selection of subject-matter, the approach to teaching, and the program of school activities are based upon the experiences, needs, and community institutions and customs of the people living in an environment closely related to agriculture and other primary economic production.... The rural school is one that serves the whole rural community, including a hamlet, and the surrounding open country.[1]

Social, economic, and educational problems are increasing as the population of the United States increases. This is true in the various areas of the population, the urban, the urban fringe, rural-nonfarm, and rural farm.

The terms urban and rural, which have a somewhat different

---

[1] Howard A. Dawson, "Rural Education a Distinctive Field," A pamphlet being part of the Report of the Executive Secretary, Department of Rural Education of the National Education Association, 1952, pp. 2-3.

meaning than formerly, were redefined by the 1950 Census of Population as follows:

> Urban population comprises all persons living in (a) places of 2,500 inhabitants or more, incorporated as cities, boroughs or villages, (b) incorporated towns of 2,500 inhabitants or more, (c) the densely settled urban fringe including both incorporated and unincorporated areas, around cities of 50,000 or more, and unincorporated places of 2,500 inhabitants or more outside any urban fringe. The remaining population is classified as rural.[2]

The census further divides the rural population into two categories: rural-farm and rural-nonfarm. Rural-farm is understood to mean those rural inhabitants whose occupation is farming. The rural-nonfarm inhabitants are those living on farms or in open country who pay cash rent for their homes and yards only.

The present enrollments of Ohio's urban secondary schools are approximately twice that of rural secondary schools; yet the fact remains, as shown by census figures, that from 1940 to 1950 the rural-nonfarm population increased 48.5 percent, while the urban population increased only 14.3 percent. The figures also show that the rural-farm population decreased 20.1 percent during the same period.[3] However, these percentages show that, were one to

---

[2] U. S. Bureau of the Census. U. S. Census of Population: 1950. Vol. II, Characteristics of the Population, Part 35, Ohio, Chapter B. U. S. Government Printing Office, Washington, D. C., 1952, pp. iv-v.

[3] Ibid., Table 10, p. 51.

consider the rural-farm and the rural-nonfarm population as one group, the percentage of increase would be 28.4, as compared with 14.3 for the urban group.

One must recognize the fact that rural education is large in enrollments, in teachers employed, in cost of operation, and in pupils transported. The problems of shifting population, teacher supply, reorganization of school districts, transportation, finance and curriculum are vital problems faced by rural school administrators and local boards of education.

I. THE PROBLEM

Statement of the problem. The writer approached this study with a profound faith in the judgments of rural people and with a firm belief that education must be based upon and adjusted to the needs of people being served in rural communities. He was concerned with current problems facing rural-farm and rural-nonfarm people of Ohio, especially as they endeavor to find an answer to the problem of how to offer educational opportunities beyond the high school level to both youth and adults. To initiate a program of change, such as to extend the high school to include grades 13 and 14, to establish a community college, or to expand the program of a near-by college

or university, would require the support of the people. He was concerned, therefore, with the thinking and the opinions of rural people in regard to a plan of extending education beyond the twelfth grade as a means of improving the rural educational program. One of the writer's major problems was to secure this information, that is, to learn the reactions of rural people toward offering further educational opportunities to rural youth and adults.

The scope of the research made it impossible to question or to interview all rural people in Ohio. However, it was reasonable to assume that a cross-section of the more progressive farm residents of rural Ohio would be represented in the membership of the Ohio Farm Bureau's Advisory Councils. The Education Department of the Ohio Farm Bureau, Inc. publishes a booklet called "The A.B.C.'s of Councils," in which it defines the advisory council as follows:

> Advisory Councils are neighborly groups of farm people who meet regularly in the homes of the members to carry on activities of mutual interest. A council usually consists of six to twelve families. They choose their own membership, elect their own officers and carry on their own program. The group is held together by social ties and common interests. A typical council meeting includes group singing or devotions, business, discussion, recreation and refreshments. Meetings are informal; members feel free to express themselves.
>
> Councils tackle problems that concern them. They work with other groups that are trying to create a better rural community. Councils are active in local affairs. They are also concerned with state, national, and world issues.

By polling the members of these advisory councils the writer felt that he could get a good representation of rural opinion concerning basic problems that must be faced in establishing community educational centers. To facilitate discussion a four-page "Advisory Guide"[4] was prepared for use in the councils. It would be possible also to select six typical rural counties of Ohio, make a twenty percent random selection of advisory councils within this area, and personally interview the families represented to secure their opinions on the community college as a means of improving the rural educational program. Furthermore, the views of the 1953 high school seniors and their parents on the educational needs of those seniors could be secured by direct questioning.

By questioning all advisory councils in the state, by conducting personal interviews with the advisory council families over the six-county area, and by questioning the seniors and their parents of that same area, the writer felt reasonably sure that the information thus secured would be representative of the thinking of progressive rural people of Ohio.

Purpose of the Study. The purpose of this study is five-fold:

(1) To determine whether there is need for community educational centers.

(2) To determine the interest of youth and adults in community educational centers above the high school level.

---

[4] This particular "Advisory Guide" may be found in Appendix, p. 360 of this study.

(3) To secure opinions of seniors and their parents as concerns further educational needs and plans of seniors.

(4) To secure opinions as to the adequacy of present offerings in the rural secondary school.

(5) To secure opinions on the problems of legislative needs, financial support, location, organization and teaching staff for the community educational center.

The ultimate aim of the study is the development of a series of recommendations, in light of data secured, directed to leaders of secondary education, colleges and universities, and to the State Department of Education in regard to the kind of educational program that her rural people think best fitted to serve Ohio's needs.

II. DEFINITIONS OF TERMS USED

Rural Community. A rural community includes a geographical area held together by the sociological interests of people living in a basically rural environment which is generally closely related to agriculture and other primary economic production.

Public Community College. A public community college is an institution which offers two years of education beyond the twelfth grade, and which usually includes the following in its program: adult education, semi-professional (technical) education, business education, and the first two years of college work. Such an institution attempts to provide courses for those desiring to further their

education, either for credit or non-credit, regardless of the year or grade that has been completed in school. In other words, persons who have completed all or part of the work of the elementary school, high school, or college may take advantage of the courses given by this type of school. Courses may be given by extension in the community where they are wanted. Any community educational need will be met if possible.

Permissive Legislation. Permissive legislation is a type of legislation, neither mandatory nor prohibitive, that would allow the people of a designated area, as defined by law, to place an issue on the ballot to obtain a decision.

Terminal Courses. Terminal Courses include all programs offered in the community college which, upon completion, will end the formal education of the student. These courses are varied in length, usually including one or two years of either general or technical education.

Upward Extension. Upward extension of education includes any form of education above the high school level, such as the four-year college, the university, the junior college, the technical institute and other special schools designed to meet specific needs.

III. REVIEW OF PREVIOUS RELATED STUDIES

Several studies have been made in Ohio and in other states which have dealt with extending educational opportunity beyond the high school level. No studies were found, however, bearing directly upon the problem of upward extension for rural areas in the manner used in this study. A brief summary of studies made in Ohio and closely related to the one at hand will be given.

Hanna, Ben M. Extending Secondary Education To Meet the Needs of the Community of Norwood, Ohio. Unpublished Ph. D. dissertation, The Ohio State University, 1949.

Hanna attempted to plan for the future development of education for an urban community by studying the educational needs of that community. He did this by securing opinions of youth, their parents, business leaders, and laborers concerning the effectiveness of the existing program. In doing this his basic thought was that, if the educational services of the schools were to be extended, they should be extended in terms of the criticisms, the interests, and the support of those concerned.

The author sought answers to three basic questions:

(1) Is there need for reconstruction of the secondary program?

(2) Is the Norwood community interested in the reconstruction of its program of secondary education?

(3) What should be the nature of the reconstructed program?

His recommendations, stated briefly, were as follows:

(1) That Norwood, Ohio, support necessary legislation which would permit the establishment of junior colleges in Ohio.

(2) That junior colleges in Ohio be tuition-free.

(3) That the staff of the Norwood Secondary School be used to form the nucleus for junior-college instruction.

(4) That a junior college be housed in the Norwood secondary school buildings with the addition of a new technical building.

(5) That an 8-6 form of organization be set up under the direct supervision of the administrative head of the secondary school.

Leahy, John F. The Development of a State-wide Plan for Establishing Community Colleges in Ohio. Unpublished Ph. D. dissertation, The Ohio State University, 1952.

Leahy undertook as his basic problem the development of a state-wide plan including criteria, policy and legislation for the establishment and operation of community colleges in Ohio. The author listed four facets of his problem as follows:

(1) To determine whether a need exists for community colleges in Ohio.

(2) To establish a basis for state-wide planning.

(3) To develop criteria, policy and legislation to be used in the establishment of community colleges in Ohio.

(4) To present a limited application of the over-all plan.

The major findings of the author may be briefly summarized as follows:

(1) Ohio needs institutions having the functions and characteristics of community colleges.

(2) Existing Ohio colleges and universities are just beginning to develop programs related to typical community college offerings.

(3) Opposition toward the establishment of community colleges comes from private colleges and universities.

(4) Fifty-five percent of Ohio's seniors would attend a public community college.

(5) A majority of school administrators in Ohio favor a system of community colleges in Ohio.

(6) A state-wide plan for Ohio should emphasize flexible rather than fixed criteria.

(7) Ohio needs permissive legislation allowing the establishment of community colleges.

(8) Ohio can afford to pay for a system of community colleges.

Maize, William Farnum. The Attendance of Ohio Students in Ohio Higher Institutions of Learning by County of Residence. Unpublished Master's thesis, The Ohio State University, 1952.

Maize's findings were as follows:

(1) Ohio has sixty-four higher institutions of learning situated in thirty-four of the eighty-eight counties.

(2) A total of 1.75 percent of the population attend Ohio colleges in the thirty-four counties having one or more higher institutions of learning, while 0.86 percent attend college in the fifty-four counties without a higher institution of learning.

(3) A total of 68.40 percent of the students from the thirty-four counties having one or more higher institutions of learning were attending a higher institution of learning situated within their county of residence.

(4) The thirty-four counties having one or more higher institutions of learning had 4.12 percent of their population graduate from high school during the five-year span from 1945-46 through 1949-50, while the fifty-four counties without a higher institution of learning had 4.71 percent.

(5) The thirty-four counties with higher institutions of learning had a per capita tax valuation in 1950 of $1,186.90 while the fifty-four counties without higher institutions of learning had a valuation of $1,000.46.

(6) The thirty-four counties having one or more higher institutions of learning represent 74.11 percent of the population of Ohio, while the fifty-four counties without a higher institution of learning represent 25.89 percent of the population of Ohio.

The author's recommendations were as follows:

(1) The preparation of a legislative bill designed to authorize the incorporation of the thirteenth and fourteenth years in the public school program.

(2) The making sure that each county will have at least one thirteenth and fourteenth years public school program available to all residents of the county, tuition free, who have successfully completed the twelve-year program or its equivalent thereof.

(3) The maintaining of a thirteenth and fourteenth years program that is sufficiently flexible to meet the needs and interests of the students and to meet the county or community needs rather than to attempt to adhere to the academic program typical of the first and second years of the four-year higher institution of learning.

McQuown, James B. A Study of the Terminal Education Needs of Ohio's 1947 Seniors. Unpublished Ph. D. dissertation, The Ohio State University, 1948.

McQuown's purpose in making this study was as follows:

(1) To determine from Ohio's 1947 high school seniors their needs, as they saw them, for formal education beyond the twelfth grade.

(2) To determine the facilities for terminal education now available in Ohio.

(3) To recommend a state-wide educational program to meet these needs.

The author solicited by questionnaire information from seniors from 217 schools including county, exempted village and city school systems. A total of 13,747 questionnaires were filled out and returned from 198 schools

A major recommendation made was that Ohio set as its two-fold goal:

(1) A 6-4-4 plan of school organization.

(2) An educational system in which at no level, high school, college, graduate school, or professional school, will a qualified individual in any part of the state encounter an insuperable economic barrier to the attainment of the kind of education suited to his aptitude and interests.

Neeley, Ida Snelling. A Proposed Plan for Meeting the Needs of the Secondary Youth of Fairfield County, Ohio. Unpublished Master's thesis, The Ohio State University, 1950.

Neeley's major task was to secure answers to the following questions:

(1) Is there need for reconstruction of the administrative structure of the Fairfield County Schools?

(2) Are the youth of Fairfield County interested in the reconstruction of their educational program?

(3) What should be the form of the most effective administrative unit for adequately meeting the needs expressed by Fairfield County youth?

The author sent questionnaires to 500 seniors of the county under study and, upon the basis of the returns, recommended that the 6-4-4 plan of school organization be instituted for Fairfield County under a county administrative unit.

Pond, Millard Z. A Proposed Community College Program for Urbana Junior College. Unpublished Ph. D. dissertation, The Ohio State University, 1952.

Pond's problem was to determine various ways in which Urbana Junior College could serve the needs for further education as identified by persons and groups of persons in the community. He listed the following assumptions as being basic to the study of the problem:

(1) People will identify their needs for further education.

(2) The needs for further education in a community are varied.

(3) A specific community can be defined for Urbana Junior College.

(4) The manner in which an institution of higher learning can develop a community college program is determined by the further educational services it can provide for the people of its community.

(5) Where there are persons who want certain education and there can be found a competent person or persons to instruct in that education, courses can be offered.

The author studied the educational needs of persons and groups of persons in a seven-county area, which included Champaign County, the county in which Urbana Junior College is located, and the six adjoining counties, namely, Clark, Logan, Madison, Miami, Shelby, and Union. He concluded that Urbana Junior College should become a community college in order to serve better the educational needs of the seven counties.

IV. SOURCES OF DATA

The data for the study have been derived from the following sources:

(1) The returns of a questionnaire sent to 1,471 Ohio Farm Bureau Advisory Councils. Six hundred forty-one, or 43.58 percent, were returned. The questionnaire (poll) was mailed from the Ohio Farm Bureau offices during the month of February, 1953.

(2) Personal interview. The writer visited twenty-four Farm Bureau Advisory Councils over a six-county area, namely, Auglaize, Champaign, Hardin, Logan, Shelby, and Union counties. A four-page questionnaire was administered to the individual families present. The membership of the councils was 430, and of that number 342 participated in the study.

(3) The returns of a questionnaire administered to the seniors of the six-county area. This area enrolled 874 seniors, 602 of whom returned completed questionnaires.

(4) The returns of a questionnaire sent to the parents of the seniors of the six-county area. Three hundred seventy-seven parents returned completed questionnaires.

(5) The completed questionnaire of each senior was matched with that of his parents where each had responded to the same question. A total of 357 matched pairs were available for the study.

V. METHOD OF RESEARCH

The first step in the study was an interview with Miss Alice Schweibert, Supervisor of Youth and Adult Education; Mr. Carl

Hutchison, Head of the Education Department; and Mr. Maurice Weiting, Vice-president of the Ohio Farm Bureau. The purpose of the interview was to determine the possibility of polling the Farm Bureau Advisory Councils throughout Ohio on five basic problems dealing with offering further educational opportunities to rural people, and of publishing the "Advisory Guide" for February, 1953, on the theme, "Learning Goes On." The group agreed that the study would be worth while.

The next step was to consider the possibility of personally interviewing a random selection of advisory councils from a typically rural section of Ohio. Six counties, Auglaize, Champaign, Hardin, Logan, Shelby, and Union were selected as representing typical rural counties. The fact that these counties were near the home of the writer facilitated the interviews. Twenty-four active councils, in the six-county area, were then selected at random using Edwards' Random Tables.[5] Since advisory councils are visited by invitation only, it was necessary to secure permission to visit the councils selected. Contacts were then made with the County Farm Bureau managers and their organizational directors for the purpose of arranging the visits. The following men made the personal interviews possible: Mr. Jay Thompson, Champaign County Farm Bureau; Mr. William Rose, Auglaize County Farm Bureau; Mr. T. J. Tobbe, Union County Farm Bureau; Mr. H. L. Buchagen, Hardin County Farm Bureau; Mr. A. J. Cordonnier and Mr. Reed Rexford, Shelby County Farm Bureau; and

[5] Allen Edwards, Statistical Analysis for Students in Psychology and Education. (Rinehart and Company, Inc. N. Y.) 1946, p. 340, Table G.

Mr. Russell Titus and Mr. Philip Orsborn, Logan County Farm Bureau.

The next step was to secure the co-operation of the county superintendents of the six-county area in giving the seniors of their schools, and their parents, an opportunity to complete a community college survey inquiry. All six county superintendents were co-operative in distributing the questionnaires, and in returning them to the writer when completed.

The questionnaires were developed in such a way as to insure getting pertinent information and to insure ease of tabulation and interpretation. Tables were devised to record data and to aid in the analysis of the factors involved.

VI. A PREVIEW OF REMAINING CHAPTERS

To acquaint the reader with the various aspects of rural education in Ohio, Chapter II is devoted to a brief overview of the following items: (1) definition of rural education, (2) the rural population of Ohio, (3) the present status of secondary education in the county school districts of Ohio, (4) the present status of the county school district in Ohio, (5) curriculum offerings of the county school, (6) economic level of rural families as contrasted with urban families, (7) the financial status of the county-school district, (8) the present status of the teacher in the county-school district, and (9) summary.

Chapter III gives a brief discussion of the means employed in extending educational opportunities to youth and adults beyond the high school level, and it furnishes the foundation for considering the data as they relate to the community college as a means of meeting the further educational needs of rural youth and adults.

Group judgments and opinions are considered in Chapter IV as they relate to (1) further educational need, (2) permissive legislation, (3) financial support, (4) location, (5) organization, and (6) teaching staff for the community college.

Chapter V is an intensive study of the judgment and opinions of selected Farm Bureau advisory councils over a six-county area. This chapter is concerned with the family attitude toward the community college as an answer toward improving rural education.

In Chapter VI, seniors and their parents of the six-county area view educational needs, and then the seniors' replies are matched with those of their parents to ascertain the extent of agreement and disagreement upon those needs.

The final chapter presents a summary of the findings of the five groups participating in the study, and it also presents the recommendations of the writer based on these findings.

CHAPTER II

AN OVERVIEW OF RURAL SECONDARY EDUCATION IN OHIO, 1955

For the purpose of this study, rural education is defined as education offered in county school districts. The county school district is composed of local school districts under the supervision of a county superintendent of schools. Ohio has eighty-eight county school districts and eighty-eight county superintendents. In these county districts there are 734 high schools and 1,610 elementary schools.

I. THE RURAL POPULATION

In sound educational planning it is imperative that one work from a broad background of knowledge of population trends. A general knowledge of the present rate of population increase and future rate of increase, based upon such factors as present birth and death rates, must be considered.

Chapter I of this study gives the new definition adopted by the 1950 Census for the terms urban, rural-nonfarm, and rural farm. To further emphasize the difference existing between these terms as used in the 1940 and the 1950 Census, the writer quotes directly

form the 1950 Census:

Farm Population--Urban and Rural

The farm population for 1950, as for 1940 and 1930, includes all persons living on farms without regard to occupation. In determining farm and nonfarm residence in the 1950 Census, however, certain special groups were classified otherwise than in earlier censuses. In 1950, persons living on what might have been considered farm land were classified as nonfarm if they paid cash rent for their homes and yards only. Some persons in institutions, summer camps, "motels," and tourist camps were classified as farm residents in 1940, whereas in 1950 all such persons were classified as nonfarm. For the United States as a whole, there is evidence from the current Population Survey that the farm population in 1950 would have been reported as about nine percent larger had the 1940 procedure been used.

Rural-nonfarm Population

The rural-nonfarm population includes all persons living outside urban areas who do not live on farms. In 1940 and earlier, persons living in the suburbs of cities constituted a large proportion of the rural-nonfarm population. The effect of the new urban-rural definition has been to transfer a considerable number of such persons to the urban population. The rural-nonfarm population is, therefore, somewhat more homogeneous than under the old definition. It still comprises, however, persons living in a variety of types of residences, such as isolated nonfarm homes in open country, villages and hamlets of fewer than 2,500 inhabitants, and some of the fringe areas surrounding the smaller incorporated places.[1]

---

[1] Bureau of the Census, op. cit., p. v.

Population of Ohio, Urban, Rural-nonfarm, and Rural Farm. In 1950 the total population of Ohio was 7,946,627. This figure represents a gain of 1,039,015 over the 1940 Census. The rate of increase was approximately three times as rapid as that which occurred between 1930 and 1940.[2] This sharp upward trend suggests that economic, social, and educational planning in Ohio must be geared to an expanding and not to a static population.

Table 1, adapted from Census figures, does not show the percentage of the total population that each of the three population groups comprises; but one can ascertain that the urban population of Ohio is 71.2 percent of the total; rural-nonfarm 18.6 percent; and rural farm 10.1 percent. The Table indicates that the state as a whole increased in population by 15.0 percent from 1940 to 1950, and that the largest percentage of increase was in the rural-nonfarm population, an increase of 48.5 percent. The urban population increased 14.3 percent, whereas the rural farm population decreased 20.1 percent. Although the rural farm population has experienced a sharp decrease in the past decade, it still represents a sizable number; and, combined with the rural-nonfarm population, makes a very important portion of the state total. It seems probable that the rural farm population will continue to decline, while the rural-nonfarm population will increase perhaps even faster than the urban population. The implications of this probability are far-reaching

---

[2] Bureau of the Census, op. cit., Table 16, p. 60.

TABLE I

POPULATION CHARACTERISTICS FOR THE STATE, URBAN, RURAL-NONFARM, AND RURAL FARM: 1950*

Area	Total Population			School Status			
	Number	Percent Increase 1940 to 1950	Median age	Percent 65 years and older	Percent non-white	Persons 14 to 17-percent in school	Persons 25 years and older-Median school year completed
State	7,946,627	15.0 **	31.2	8.9	6.5	88.6	9.9
Urban	5,578,274	14.3 **	32.0	8.7	8.6	89.3	10.2
Rural-nonfarm	1,515,265	48.5 **	28.8	9.4	2.0	87.4	9.3
Rural farm	853,088	-20.1 **	30.4	9.8	0.7	87.4	8.8

** Based on the old urban definition.

* Source: Bureau of the Census, op. cit., Table 10, p. 51.

TABLE 1 (Continued)

POPULATION CHARACTERISTICS FOR THE STATE, URBAN, RURAL-NONFARM, AND RURAL FARM: 1950

Area	Persons 14 years old and older			Civilian labor force- percent unemployed	Employed- Percent engaged in manufacturing	Families and unrelated individuals	
	Number in labor force	Male- percent in labor force	Female- percent in labor force			Median income	Percent having less than $ 2,000 incomes
State	3,209,210	79.9	28.2	4.4	36.6	$ 3,024	30.7
Urban	2,377,900	81.0	31.5	4.8	39.3	3,175	28.0
Rural-nonfarm	517,647	74.4	21.1	4.3	36.1	2,720	34.8
Rural farm	313,663	82.2	16.2	1.9	17.7	2,231	44.6

in the matter of the educational offerings of the rural school. There children from the rural-nonfarm and the rural farm families will attend the same school, necessitating an expanding rural educational program that will meet the needs of both groups.

This decline in the rural farm population may be accounted for, in large measure, by technological advances, the use of newer and more efficient methods of farm production as now practiced on Ohio farms, and migration to the city because of better living conditions and high salaries. The increase in the rural-nonfarm population may be accounted for largely by the fact that city expansion has forced some urban people to seek living quarters elsewhere, and out-of-town open country has offered them a good place in which to build homes. Consequently, many of these people live in the country and commute to their work in the city.

The rural-nonfarm group is slightly younger than the urban and the rural farm group. As seen in Table 1, the median age for the rural-nonfarm group was 28.8; 30.4 years for the rural farm group; and 32.0 years for the urban group. The table further indicates that the rural farm population has a higher percentage of persons 'sixty-five and over' than either of the other two groups or the state as a whole.

There seems to be little significance concerning the percentages of persons '14 to 17 years of age' in the three groups enrolled in school. This fact may be accounted for to a great

extent by Ohio's compulsory school attendance law which requires that all normal children attend school through their eighteenth year.

The median number of years completed by the rural farm population is lower than that of either the urban or the rural-nonfarm population.

Table 1 further shows that the state's labor force is drawn largely from the urban population, although a sizable number of people from the rural-nonfarm and the rural farm population are a part of it. The number of females in the state's labor force is small compared with the number of males. The females of the rural farm population have 16.2 percent of their total in the labor force; the urban population, 31.5 percent of their total; and the rural-nonfarm, 21.1 percent of their total.

Radical changes have taken place in the proportion of persons employed in the various occupations in the State of Ohio, and in the United States as a whole. Ducoff and Hagood report the following statistics to support this fact: "In 1870 over 53 percent of the labor force was engaged in agriculture; in 1910, only 31 per cent; and in 1947, only 14 percent. Thus between 1870 and 1947 the proportion of the labor force engaged in nonagricultural pursuits changed from 47 percent to 86 percent."[3] Table 1 shows that 17.7

[3] Louis J. Ducoff, and Margaret J. Hagood, "Occupational Patterns of Rural Population," Rural Life in the United States (A. A. Knopf Company, New York, 1949), Taylor, et al, Chapter 14, p. 246.

percent of the rural farm population of Ohio are engaged in manufacturing, a fact that points up the shift of occupations in rural areas from agriculture to manufacturing.

Table 1 further indicates the median incomes of the three population groups; the urban with a median income of $3,175, and with 28.0 percent having incomes of less than $2,000; the rural-nonfarm with a median income of $2,720, with 34.8 percent having incomes of less than $2,000; rural farm with a median income of $2,231, and with 44.6 percent having incomes of less than $2,000. It should be noted that, although the rural farm median income is the lowest of the three groups, the farmers get much of their living from their own produce, a fact not indicated in the figures cited.

Distribution of Population by Age. Table 2 indicates that the state as a whole had an increase in the older age groups, as did the urban and the rural-nonfarm population. On the other hand, the rural farm population shows a decline in the older age group.

The 'fifteen through nineteen' age levels in all three population groups indicate a decrease for the same ten year period.

The age groups, "twenty to forty-four" and "forty-five to eighty-five and over," show an increase in the urban and rural-nonfarm population, but a decrease in the rural farm population.

TABLE 2

AGE DISTRIBUTION OF ALL PERSONS FOR THE STATE, URBAN, AND RU

Age groups	State		Urban		Rural-n
	1950[a]	1940[b]	1950[a]	1940[b]	1950[a]
Under 1 year	168,998		117,727		35,502
1 and 2 years	359,754		246,818		77,839
3 and 4 years	317,997	507,316	211,873	311,672	71,258
5 years	131,319		84,883		29,794
6 years	134,238		86,457		30,594
7 to 9 years	392,307	495,366	252,023	301,016	88,809
10 to 13 years	445,338		279,243		100,046
14 years	103,643	576,178	64,794	359,186	22,795
Total	2,053,594	1,578,860	1,343,818	971,874	456,637
15 years	102,880		64,744		22,392
16 and 17 years	195,556		124,620		40,802
18 and 19 years	207,667	626,072	144,329	403,908	38,727
Total	506,103	626,072	333,693	403,908	101,921
20 to 24 years	594,909	598,762	438,194	416,078	107,597
25 to 29 years	663,603	567,056	492,466	402,830	121,617
30 to 34 years	620,853	529,896	452,984	376,584	115,491
35 to 39 years	585,368	494,515	423,538	350,018	106,750
40 to 44 years	532,802	476,605	387,896	337,472	92,951
Total	2,997,535	2,666,834	2,195,078	1,882,982	544,406
45 to 49 years	477,812	465,511	384,916	328,395	78,898
50 to 54 years	448,936	412,990	328,816	286,679	70,226
55 to 59 years	408,842	339,532	297,822	227,473	63,477
60 to 64 years	344,830	278,084	247,538	180,660	56,887
65 to 69 years	281,805	221,229	197,493	138,896	51,087
70 to 74 years	197,945	155,768	134,528	95,450	40,031
75 to 84 years	195,201	141,381	128,360	84,301	43,921
85 years and over	34,024	21,351	22,212	12,368	7,806
Total	2,389,395	2,035,846	1,741,685	1,354,222	412,333
21 years and over	5,279,761		3,823,079		937,623
Total 1940		6,907,612		4,612,986	
1950	7,946,627		5,578,274		1,515,265

* Source: a. Bureau of Census, op. cit., Table 15, p. 57.
b. Bureau of Census, op. cit., Table 15, p. 59.

:7

TABLE 2

FOR THE STATE, URBAN, AND RURAL: 1950 AND 1940*

rban	Rural-nonfarm		Rural farm	
1940[b]	1950[a]	1940[b]	1950[a]	1940[b]
	35,502		15,769	
	77,839		35,097	
311,672	71,258	111,256	34,866	84,388
	29,794		16,642	
	30,594		17,187	
301,016	88,809	105,104	51,475	89,246
	100,046		66,049	
359,186	22,795	108,234	16,054	105,877
971,874	456,637	324,594	253,139	279,511
	22,392		15,744	
	40,802		30,134	
403,908	38,727	106,080	24,613	112,959
403,908	101,921	106,080	70,491	112,959
416,078	107,597	98,109	49,118	84,575
402,830	121,617	97,693	49,520	66,533
376,584	115,491	93,735	52,378	59,577
350,018	106,750	84,491	55,080	60,006
337,472	92,951	75,169	51,955	63,964
1,882,982	544,406	449,197	258,051	334,655
328,395	78,898	69,633	49,998	67,483
286,679	70,226	61,667	49,894	64,634
227,473	63,477	52,733	47,573	59,326
180,660	56,887	46,479	40,405	50,945
138,896	51,087	41,085	33,225	41,248
95,450	40,031	31,376	23,386	28,942
84,301	43,921	30,596	22,920	26,484
12,368	7,806	4,871	4,006	4,064
1,354,222	412,333	338,440	271,407	343,174
	937,623		519,059	
4,612,986		1,224,327		1,061,871
	1,515,265		853,088	

). 57.
). 59.

The only age group in the rural-nonfarm population to show a decrease from 1940 to 1950 was the 'fifteen through nineteen.' All other age groups in the rural-nonfarm population show an increase.

School enrollment For the State. The 1950 Census, Table 18,[4] shows the population figure for the age group '5 to 29 years' to be 2,972,040. Of this number 1,455,800, or 49.0 percent, were enrolled in school above the kindergarten. The table further reveals that there is but little difference in the percentages of students enrolled in the following age levels; 'five and six years', 'seven to thirteen', and 'fourteen to fifteen' for the urban, rural-nonfarm, and rural farm populations. Significant differences in percentages enrolled begin to appear in the 'sixteen and seventeen' year levels where the urban population enrolled 82.7 percent, the rural-nonfarm, 79.0 percent, and the rural farm, 79.4 percent. The table further shows that the urban population enrolled higher percentages of persons in school for ages from 'sixteen through nineteen' than either the rural-nonfarm or the rural farm population.

This difference in percentages enrolled points up an important fact pertinent to this study, namely, that the rural sections of Ohio do not offer opportunities for further education above the high-school level to the same extent as do the urban sections. Equal educational opportunity does not actually exist for the youth and adults of the three population groups.

[4] Bureau of the Census, op. cit., Table 18, p. 62.

School Years Completed. Table 3, adapted from the 1950 Census figures, shows that in the 'twenty-five years and older' group the state median of school years completed was 9.9 years. In 1940 the state median was 8.6 years, showing an increase of more than one year in a decade. The three population groups show the following medians of school years completed for the age groups listed above: Urban, 10.2; rural-nonfarm, 9.3; and rural farm, 8.8.

Table 3 gives the number and percentages of persons 'twenty-five years of age and older' who had completed the eighth grade, one to three years of high school, four years of high school, and four years of college for the three population groups. In studying this table one should know that certain elementary grade levels were omitted, and therefore the percentages for each of the three groups do not total 100.0 percent.

The table further shows that out of a total of 3,430,590 persons 'twenty-five years old or older' of the urban population, 20.2 percent had completed only the eighth grade; of 842,320 persons of the rural-nonfarm population, 26.2 percent had completed only the eighth grade; of 472,560 persons of the rural farm population, 34.4 percent had completed only the eighth grade. It is significant to note at this point that the percentage completing only the eighth grade is highest in the rural farm population, followed by the rural-nonfarm and then the urban group.

This selection by environment continues for the three population groups through high school and college. For completing high school only, the percentages for the three groups were as follows: Urban, 23.6; rural-nonfarm, 22.5; and rural farm, 21.0. For completing four years of college the percentages for the three groups were as follows: Urban, 6.6; the rural-nonfarm, 4.0; and the rural farm, 2.6.

The data in Table 3 would indicate that the educational attainment of persons within the three population groups experienced a steady rise from 1940 to 1950. A comparison of the 1940 and 1950 percentages completing eight years of schooling shows that more persons were getting more schooling in 1950 than in 1940. Further, a considerably higher percentage had completed high school and college in 1950 than in 1940. In 1950, 23.1 percent had completed high school, which was 7.0 percent more than did so in 1940; 5.7 percent had completed four or more years of college, which was 1.3 percent more than did so in 1940.

The figures under 'years of school completed' show that the rural-nonfarm and the rural farm population of Ohio do not complete as many years of schooling as does the urban population.

Table 4 is used to show predicted trends in the school population of Ohio through the year 1958. It reveals the following facts:

TABLE 3

NUMBER AND PERCENT OF PERSONS COMPLETING ELEMENTARY, HIGH S(
RURAL NON-FARM, AND RURAL FA

Area	Total 25 Years and Over	Years of School Comp: Eight Years Elementary		One to Three Years High School		Four High
		Number	%	Number	%	Number
Urban	3,430,590	694,465	20.2	660,580	19.3	808,92
Rural-nonfarm	842,320	223,885	26.2	153,385	18.2	189,69
Rural Farm	472,560	162,505	34.4	73,555	15.6	99,07
State, 1950	4,745,470	1,080,855	28.8	887,520	18.7	1,097,68
State, 1940	4,103,918	1,350,681	32.9	670,750	16.3	659,23
Nation, 1950	87,483,480	17,706,275	20.2	14,856,860	16.6	17,663,5

* Source: Statistics for Ohio, Bureau of the Census, op. cit., Table 2

Statistics for the Nation, United States Bureau of the Censu
Characteristics of the Population, Part I, U. S. Summary, Chapter C. U. S
1953. Table 115, pp. 1-236, 1-238.

TABLE 3

NG ELEMENTARY, HIGH SCHOOL, AND COLLEGE IN OHIO, 1950 FOR URBAN, NON-FARM, AND RURAL FARM POPULATIONS *

Years of School Completed						Ohio Median School Years Completed	Nation Median Years Completed
to Three s High School		Four Years High School		Four Years of College			
ıber	%	Number	%	Number	%		
),580	19.3	808,925	23.6	224,920	6.6	10.2	
3,385	18.2	189,690	22.5	34,080	4.0	9.3	
3,555	15.6	99,070	21.0	12,140	2.6	8.8	
7,520	18.7	1,097,685	23.1	271,140	5.7	9.9	
),750	16,3	659,232	16.1	180,860	4.4	8.6	
156,860	16.6	17,663,545	20.2	5,284,580	6.0		9.3

sus, op. cit., Table 20, p. 62.

es Bureau of the Census, U. S. Census of Population: 1950, Volume II, mary, Chapter C. U. S. Government Printing Office, Washington, D. C.,

(1) the number of births beginning in 1926 gradually decreased until the year 1933, (2) following the year 1933, the birth rate increased until 1947, leveled off and then gradually began to increase and has continued to do so to the present time, (3) the projected high school enrollment, grades 9-12, for 1958 is 371,343 and when compared to the 1951 enrollment of 297,525 shows a probable increase of 73,818. This number translated into high schools of two hundred enrollment means an additional three hundred and seventy over the 1951 figure.

One should bear in mind that school enrollments are influenced not only by the birth rate but also by immigration from other states. Ohio is now experiencing this immigration effect, especially from the southern states. This population shift is due largely to higher wages offered in industrial areas and to a decreasing need for agricultural workers throughout the nation. Should this immigration trend increase, enrollments would exceed those given in Table 4.

As shown in Table 4, one finds that the highest enrollment in the elementary school should occur in 1959, which means that high school enrollments should increase until 1969. This increase in enrollments is based upon the 1953 birth rate. This tremendous increase of persons to be served in our public schools during the next decade and a half poses a challenge to those who would plan the educational offerings of our schools.

TABLE 4

BIRTHS AND SCHOOL ENROLLMENTS IN OHIO FROM 1926-1953 WITH ESTIMATES FOR 1953-1960*

Year	Births	Enrollment grades 1-8	Enrollment grades 9-12	Total Enrollment grades, 1-12
1926	124,258	956,750	216,773	1,173,523
1927	123,425	947,081	242,824	1,189,905
1928	120,486	931,679	244,839	1,176,518
1929	116,433	952,039	260,241	1,212,280
1930	117,611	976,891	276,260	1,253,151
1931	108,276	957,427	294,702	1,252,129
1932	102,184	938,512	313,684	1,252,196
1933	95,962	930,965	321,874	1,252,839
1934	100,164	916,956	327,237	1,244,193
1935	101,377	895,332	335,112	1,230,444
1936	104,016	886,637	336,458	1,223,095
1937	107,797	852,326	341,766	1,194,128
1938	112,988	844,215	354,383	1,198,601
1939	109,271	815,987	360,349	1,176,336
1940	114,895	795,454	358,573	1,154,027
1941	122,456	780,909	347,886	1,128,795
1942	143,610	772,998	331,182	1,104,180
1943	143,064	773,798	303,469	1,077,267
1944	132,531	771,503	299,621	1,071,124
1945	131,910	774,998	297,465	1,072,463
1946	169,645	777,751	296,619	1,074,370
1947	197,236	794,226	289,374	1,083,600
1948	185,799	822,879	281,159	1,104,038
1949	189,087	852,523	284,915	1,137,438
1950	185,559	873,927	290,259	1,164,186
1951	199,429	895,996	297,525	1,193,521
1952	206,779	940,613	309,899	1,250,512
1953	211,000	1,009,032	316,612	1,325,644
1954		1,070,587	322,622	1,393,209
1955		1,111,346	339,633	1,450,979
1956		1,144,596	353,887	1,498,483
1957		1,189,676	368,526	1,558,202
1958		1,250,191	371,343	1,621,534
1959		1,316,884	363,276	1,680,160
1960			373,581	
1961			414,391	
1962			447,282	
1963			479,359	
1964			494,849	
1965			498,979	
1966			513,951	
1967			528,825	

* Source: Ohio State Department of Education, Division of Teacher Education and Certification, A Statistical Summary of Teacher Supply and Demand, 1953. p. 29.

II. THE PRESENT STATUS OF THE COUNTY SCHOOL DISTRICT IN OHIO

Legal Structure for Organization. The county school district is defined as territory within the limits of a county exclusive of the territory embraced in any city or exempted village school district and excluding the territory detached for school purposes. (Section 3311.05, Revised Code of the State of Ohio.) County school districts are made up of local school districts. The local school district is defined as follows: Each school district other than a city, exempted village, county, or joint school district shall be known as a local school district. (Section 3311.03, Revised Code of the State of Ohio.)

Reorganization of School Districts. The major purpose of school district reorganization in rural areas is to provide educational opportunities for those who are not now receiving them.

It is common knowledge to those who have worked in county districts that Ohio has many small local school districts and that the number of such districts has been steadily decreasing.

As shown in Table 5 the number of local school districts has decreased within an eighteen-year period from 1,731 to 1,145. The number of city school districts has increased from 109 to 135, and the number of exempted village school districts from sixty-two to seventy-four. Under present law, Revised Code, 311.34, no more

TABLE 5

TRENDS IN THE NUMBER OF SCHOOL DISTRICTS IN OHIO, 1936-1953*

District	1936	1942	1953	Increase or decrease	No schools	Elementary only
Local	1,731	1,458	1,145	-791	15	404
City	109	113	135	26		
Exempted Village	62	87	74	12		
Total	1,902	1,658	1,354	-753	15	404

* Source: Roald F. Campbell and Marius P. Carofalo, A Study Guide on School District Organization in Ohio, The Ohio State University, College of Education, Columbus, Ohio, 1954, p. 26.

exempted village school districts may be formed.

Table 5 further reveals that of the 1,145 local school districts in existence in 1953, 404 of them (35.3 percent) operated only an elementary school, and fifteen of them (1.3 percent) operated neither an elementary nor a high school.

As the number of local school districts decreased it logically followed that the number of high schools within the local districts would decrease. As shown in Table 6, the decrease in the number of high schools from 1931-1932 to 1954-1955 was 248, or 25.3 percent during this twenty-four year period.

The table further shows that from 1931-1932 the number of students steadily increased through the 1940-1941 school term and then decreased until 1946-1947 when the enrollment began to climb again and continued to do so through 1954-1955. In all probability the enrollment will continue to increase until those born during 1954 will have completed the twelve grades.

As indicated in the table, the number of teachers during this twenty-four year period increased from 5,331 to 7,900. This was an increase of 2,569 or 32.5 percent.

As further evidenced in the table, the number of schools that were members of the North Central Association steadily increased. In the last decade that number increased from 143 to 177, or 19.2 percent.

III. THE PRESENT STATUS OF SECONDARY EDUCATION IN THE COUNTY SCHOOL DISTRICTS OF OHIO

Number and Type of County High Schools. To give a brief but comprehensive picture of the present county school districts in

TABLE 6

NUMBER OF LOCAL HIGH SCHOOLS, STUDENTS, AND TEACHERS IN OHIO C
TWENTY-FOUR YEAR PERIOD*

Year	Number of Local Schools	Number of High School Students	Number of High School Teachers	Number, Members the N.C.
1931-1932	982	112,129	5,331	
1932-1933	979	121,516	5,402	
1933-1934	975	123,355	5,384	
1934-1935	953	125,790	5,411	
1935-1936	944	128,619	5,678	97
1936-1937	927	132,779	6.062	100
1937-1938	910	136,207	6,180	100
1938-1939	895	130,702	6,131	122
1939-1940	894	133,432	6,467	119
1940-1941	887	141,100	6,579	131
1941-1942	876	138,385	6,538	137
1942-1943	877	134,988	6,403	141
1943-1944	875	127,805	6,216	144
1944-1945	874	124,444	6,136	143
1945-1946	872	122,003	6,327	145
1946-1947	869	126,383	6,530	147
1947-1948	862	127,302	6,733	153
1948-1949	847	130,153	6,828	155
1949-1950	841	139,235	7,153	155
1950-1951	822	143,253	7,322	157
1951-1952	788	146,059	7,392	165
1952-1953	765	150,886	7,482	172
1953-1954	757	160,061	7,718	175
1954-1955	734	162,388	7,900	177
Percent decrease in number of local schools over a twenty-four year period				
Percent increase in number of students				
Percent increase in number of teachers				
Percent of local schools as members of N.C.A. (last decade an increase of 19.2)				

* Source: Educational Directories for the years given, Ohio State Dep

TABLE 6

IDENTS, AND TEACHERS IN OHIO COUNTY SCHOOL DISTRICTS OVER A TWENTY-FOUR YEAR PERIOD*

Number of High School Teachers	Number, Members of the N.C.A.	Decrease in Number of Schools	Cumulative Decrease
5,331			
5,402		3	3
5,384		4	7
5,411		22	29
5,678	97	9	38
6.062	100	17	55
6,180	100	17	72
6,131	122	15	87
6,467	119	1	88
6,579	131	7	95
6,538	137	11	106
6,403	141	+1	105
6,216	144	2	107
6,136	143	1	108
6,327	145	2	110
6,530	147	3	113
6,733	153	7	120
6,828	155	15	135
7,153	155	6	141
7,322	157	19	160
7,392	165	34	194
7,482	172	23	217
7,718	175	8	225
7,900	177	23	248
over a twenty-four year period		25.3 30.9 32.5 24.1	

he years given, Ohio State Department of Education, Columbus, Ohio.

Ohio, Table 7 was constructed from data as given in the 1954-1955 Directory.[5] This table lists each county of Ohio and shows for each the following facts: (1) the number of local schools operating on temporary charters, (2) the number of junior high schools, (3) the number of senior high schools, (4) the number of high schools operating as 7-12 or 9-12, (5) the number of schools that are members of the North Central Association and (6) the total enrollment for the secondary schools of each county.

According to the data in Table 7, there are sixty, or 8.2 percent, of Ohio's county high schools operating under temporary charters. (A temporary charter is granted for one year at a time and may be revoked at any time at the discretion of the Superintendent of Public Instruction.)

The table further shows that there are sixteen junior high schools, four senior high schools, and 714 schools organized as either 7-12 or 9-12. Thus in Ohio's eighty-eight counties, for the school year 1954-1955, there is a total of 718 secondary schools. Of this number, 177, or 24.0 percent, are members of the North Central Association of Colleges and Secondary Schools. The Directory[6] shows that of the 317 city secondary schools, 180, or 56.7 percent, are members of the North Central Association, and

---

[5] Ohio High School Directory, 1954-1955, State Department of Education, Columbus, Ohio, pp. 24-42.

[6] Ibid., pp. 22-23.

TABLE 7

OHIO COUNTY SCHOOL DISTRICTS, NUMBER OF SCHOOLS AND ENROLLMENTS, 1954-1955*

County	Temporary charter	Number Junior High Schools	Number Senior High Schools	Number of High Schools 7-12 9-12	Member North Central Association	Enrollment
Adams	1			8	1	1928
Allen		1		7	2	2398
Ashland	1			7		1033
Ashtabula		1		13	3	3382
Athens	1	1		9		1661
Auglaize				6	2	987
Belmont	3			9	2	1925
Brown	1			8		1535
Butler		1		9	4	2670
Carroll				3		546
Champaign	2			9		1449
Clark		7	2	3	4	3030
Clermont	1			7	1	1750
Clinton	2			10		1742
Columbiana				3	3	676
Coshocton	1			8		1581
Crawford	1			10	2	1204
Cuyahoga		1		8	6	3619
Darke				8	1	1636
Defiance				6		818
Delaware				5	2	1186
Erie				6	4	1181
Fairfield				11	3	2070
Fayette	1			4		565
Franklin				10	5	2959
Fulton	1			9	3	1986
Gallia	3			6		753
Geauga				7	3	1863
Greene				6	2	1416
Guernsey	2			9	1	1021

* Source: Ohio High School Directory, 1954-1955, op. cit., pp. 24-42.

TABLE 7 (Continued)

OHIO COUNTY SCHOOL DISTRICTS, NUMBER OF SCHOOLS AND ENROLLMENTS, 1954-1955

County	Temporary charter	Number Junior High Schools	Number Senior High Schools	Number of High Schools 7-12 9-12	Member North Central Association	Enrollment
Hamilton				8	5	3129
Hancock				8	8	1643
Hardin	1			7	1	1042
Harrison				6	2	1030
Henry				8	3	1528
Highland	1			7		880
Hocking	5			7		752
Holmes				7		492
Huron	3			6	2	1143
Jackson				2	1	683
Jefferson				11	3	3489
Knox	4			7	1	1480
Lake				4	4	1892
Lawrence	2			7		2103
Licking				12	3	2306
Logan	1			11	7	2043
Lorain				11	3	3315
Lucas		2	2	3	4	4063
Madison				9	4	1341
Mahoning				12	5	4836
Marion	2			11		1411
Medina	1	1		9	2	2030
Meigs				5		786
Mercer				5	1	982
Miami				4		938

(Continued)

TABLE 7 (Continued)

OHIO COUNTY SCHOOL DISTRICTS, NUMBER OF SCHOOLS AND ENROLLMENTS, 1954-1955

County	Temporary charter	Number Junior High Schools	Number Senior High Schools	Number of High Schools 7-12 9-12	Member North Central Association	Enrollment
Monroe	3			7	1	771
Montgomery				12	5	5068
Morgan				6		405
Morrow	2			7		1150
Muskingum				9	3	2225
Noble	1			8		489
Ottawa				5	3	1474
Paulding				5		922
Perry				9		1465
Pickaway				11		1166
Pike	1			6		2252
Portage		1		10	1	2401
Preble				12	4	2622
Putnam				11	1	1938
Richland				9		2298
Ross				9		2391
Sandusky				5	1	788
Sciota	2			10	1	3786
Seneca				10	1	1529
Shelby				7	1	1201
Stark				14	7	5187
Summit				13	8	4749
Trumbull	5			24	9	6310
Tuscarawas				11		1514
Union				6	1	938
Van Wert	2			7	1	952
Vinton				5		889
Warren	1			7	1	1840
Washington				10		1508
Wayne				8	3	1888
Williams	2			7	1	1052
Wood				17	9	2455
Wyandot				7	2	857
Total	60 (8.2%)	16	4	714	177 (24.0%)	162,388

Teachers in county districts, 7,900 (Ratio, approximately 20 pupils to one teacher).

that of the eighty-three exempted village secondary schools, seventy-five, or 90.4 percent, are members.

As shown further in the table, the 734 county high schools, (7-12), enroll 162, 388 students and employ 7,900 teachers. The ratio of teachers to students is approximately one to twenty.

Size of County High Schools. How large or how small are the rural secondary schools of Ohio? R. M. Eyman, Superintendent of Public Instruction, writing on this question in 1952 said:

> Out of a total of 774 county high schools, only 117 have enrollments of more than 211. There are 347 with less than 100 students ... .Although it is impossible in this day and age for a high school to operate both economically and efficiently with an enrollment of less than 200 or 225 students, it is still being attempted in most sections of Ohio.[7]

As shown in Table 8 the following facts are evident:

(1) Twenty-one county schools, or 2.74 percent, enrolled between ten and forty-nine students.

(2) One hundred eighteen, or 15.43 percent, enrolled between fifty and ninety-nine students.

(3) Five hundred fifteen, or 67.32 percent, enrolled between one hundred and two hundred ninety-nine students.

(4) One hundred eleven, or 14.5 percent, enrolled between three hundred and 2,499 students.

---

[7] R. M. Eyman, "Small Schools Benefit No One." School Topics, The Ohio Education Association, Columbus, Ohio, May, 1952, pp. 3-4.

TABLE 8

NUMBER AND PERCENTAGE OF ALL OHIO COUNTY SCHOOLS BY SIZE, 1952-1953, AND THE PERCENTAGES OF ALL PUBLIC HIGH SCHOOLS IN THE UNITED STATES BY SIZE FOR 1930, 1938, 1946, AND 1948.

Enrollment	Ohio County schools*			United States All public high schools**			
	1952-1953			1930	1938	1946	1948
	No. schools	%		%	%	%	%
10 - 24	1	0.13)	2.74	9.4	5.6	4.1)	16.8
25 - 49	20	2.61)		17.4	10.7	11.2)	
50 - 74	40	5.23)	15.43	15.8	12.4	13.0)	25.2
75 - 99	78	10.20)		11.4	10.8	10.6)	
100 - 199	356	46.54)	67.32	20.7	26.1	27.4)	37.0
200 - 299	159	20.78)		7.3	10.4	11.0)	
300 - 499	85	11.11)		6.7	9.2	10.0)	
500 - 999	25	3.27)	14.51	6.4	7.9	9.3)	21.0
1,000 -2499	1	0.13)		4.2	5.9	5.5)	
2,500 or more	0	0.00)		0.7	1.0	0.6)	
Total	765	100.00		100.0	100.0	100.0	100.0

Source: * Educational Directory, State of Ohio, op. cit., pp. 23-42.

** Julian E. Butterworth and Howard A. Dawson, The Modern Rural Schools, (McGraw-Hill Book Company, New York, 1952) p. 158.

In comparing the size of county school districts in Ohio for 1952-1953 with the size of public high schools over the nation for 1930, 1938, 1946, and 1948, Table 8 shows the following facts:

(1) Ohio had a smaller percentage of schools enrolling from ten to forty-nine students than had the nation.

(2) Ohio had a smaller percentage of high schools enrolling from fifty to ninety-nine students than had the nation.

(3) Ohio had a larger percentage of schools enrolling between 100 and 299 students than had the nation for 1930, 1938, or 1946.

(4) Ohio had 67.32 percent of her rural high schools enrolling between 100 and 299 students, whereas the nation for 1930 had 28.0 percent; for 1938 had 26.5 percent; for 1946 had 38.4 percent, and for 1948 had 37.0 percent.

(5) The percentage of Ohio county schools enrolling between 300 and 2,499 students is considerably smaller than that of the nation.

IV. CURRICULAR OFFERINGS OF THE COUNTY HIGH SCHOOL

The curricular offerings of the rural high school follow a rather definite pattern and are controlled, in large measure, by the enrollment and tax valuation of the district. A small school with a low enrollment and a low tax valuation generally has a meager curriculum offering. The reverse is true in a district with large enrollments and a high tax valuation.

The Ohio School Survey Committee in discussing the problem of offerings defines a good school district as follows:

A good school district is one which has enough pupils and a large enough tax base that it can:

(1) Offer at least twelve grades of schooling.

(2) Attract and hold a competent staff.

(3) Employ supervisors, teachers of special classes, guidance counselors, and other specialized professional personnel.

(4) Offer a broad educational program, and provide the necessary staff, teaching supplies and building facilities to make it effective.

It is difficult to provide a satisfactory program with fewer than 300 pupils in the high school, and a total of 1200 pupils in the school district.[8]

During a personal interview with G. A. Rich, State High School Supervisor, Mr. Rich made the statement that after seven years' experience as a supervisor he had found that the rural high school did follow a definite 'curriculum pattern' in regard to offerings. He agreed to co-examine the offerings of what he termed 'typical rural schools' to show this pattern. Five local high schools were selected. The first was a school under charter study whose offerings were examined over a four-year period. The offerings were then tabulated and arranged in a table, which, when examined, tends to substantiate Mr. Rich's statement as given above.

---

[8] Ohio School Survey Committee, What Faces Ohio's Public Schools, A Brief Digest of the Report of the Ohio School Survey Committee, Columbus, Ohio; 1954, p. 16.

Table 9 shows that the Johnson Local School in 1948-1949 had an enrollment of fifty-five students and offered nineteen subjects. In 1949-1950 the same school had an enrollment of fifty-nine students and offered seventeen subjects. In 1950-1951 this school enrolled forty-six students and offered eighteen subjects. In 1951-1952 the student enrollment dropped to thirty-eight and only thirteen subjects were offered. It was evident that, as the enrollment slowly declined, the subject offerings became fewer.

The four other schools as shown in Table 9 had enrollments ranging from 206 to 357 students, and their subject offerings were approximately double those of the small school. It may be further noted that, as an enrollment declines, classes are combined, e. g. 11th and 12th, or 9th and 10th, etc., and subjects are offered in alternate years in order to have a sufficient number of students to justify having a class in the particular subject desired.

The table indicates that in the larger school one finds a wider range of offerings in the regular subjects, and also in the so-called special subjects, such as commercial, vocational courses, and music. The data in this table would indicate that it is practically impossible to offer many needed or desired courses to students attending a small rural school. It therefore becomes evident that administrative and attendance areas must be enlarged to correct this 'subject-offering' deficiency in small rural schools.

TABLE 9

CURRICULUM OFFERINGS OF FIVE TYPICAL RURAL HIGH SCHOOLS IN OHIO, 1952-1953*

School	Year	Enrollment	Subject Offerings																								
			English English I	English II	English III	English IV	English I and II	English III and IV	Sr. Review English	Business English	Public Speaking	Speech	Journalism	Mathematics Algebra I	Algebra 9 and 10	Algebra 11 and 12	Plane Geometry	Solid Geometry	Trigonometry	Business Arithmetic	High School Math.	Shop Math.	Social Math.	Remedial Math.	Plane Geom. 9-10	General Mathematics	
Johnson Local	48-49	55	x	x	x	x								x		x	x								x		
Johnson Local	49-50	59	x	x	x	x								x			x										
Johnson Local	50-51	46	x	x				x	x							x				x					x		
Johnson Local	51-52	38					x	x							x												
North Western	51-52	253	x	x	x	x						x		x		x	x					x					
Mt. Cory Rawson	51-52	206	x	x	x	x					x			x			x			x		x					
Shawnee	51-52	337	x	x	x	x					x			x			x	x	x	x	x						x
Norwich	51-52	357	x	x	x	x			x	x				x			x			x							

* Source: High school principal's reports 1952-1953. Department of Elementary and Secondary Education, State Department of Education, Columbus, Ohio.

TABLE 9 (Continued)

CURRICULUM OFFERINGS OF FIVE TYPICAL RURAL SCHOOLS IN OHIO, 1951-1952

School	Year	Enrollment	Subject Offerings																														
			Social Science World History	World Hist. 9 and 10	American History	American Hist. 11 &12	American Government	American Gov. 11 & 12	American Problems	Civics	Sociology	Economics	Language Spanish I	Spanish II	Spanish I-II	Latin I	Latin II	Latin I and II	Commercial Typing I a	Typing I and II	Shorthand I	Shorthand I and II	Bookkeeping I	Bookkeeping I and II	Junior Business	Office Practice	Business Law	General Business	Mimeographing	Vocational Home Economics I	Home Economics I & II	Home Eco. I, II, III, IV	Home Economics for Boys
Johnson Local	48-49	55		x		x							x						x	x													
Johnson Local	49-50	59						x					x						x	x											x		
Johnson Local	50-51	46				x		x					x						x	x										x x			
Johnson Local	51-52	38						x						x					x											x			
North Western	51-52	253	x		x		x					x				x	x		x		x	x		x	x								x
Mt. Cory-Rawson	51-52	206	x		x				x						x	x	x		x		x	x			x	x					x	x	
Shawnee	51-52	337	x		x		x				x	x			x		x		x		x	x									x	x	
Norwich	51-52	357	x		x					x	x	x				x	x		x		x	x		x					x		x	x	

TABLE 9 (Continued)

CURRICULUM OFFERINGS OF FIVE TYPICAL RURAL SCHOOLS IN OHIO, 1951-1952

School	Year	Enrollment	Subject Offerings																														
			Science	General Science	Biology	Chemistry 11 - 12	Physics	Biology 9 - 10	Chemistry	Industrial Arts	Shop 9	Shop 10	Shop 9 - 10	Ind.Arts I, II, III, IV	Ind.Arts I, II, III	Vocational Agriculture	Voc.Agri. I, II, III, IV	Music	Instrumental	Vocal	Band	Chorus	Orchestra	Girls Glee Club	Boys Glee Club	Private Lessons	Mixed Chorus	Special Offerings	Physical Education	Driver Training	Health	Reading	Guidance	Adult Education	Art	Total Subject Offerings
Johnson Local	48-49	55	x		x	x					x							x		x							x							19
Johnson Local	49-50	59	x		x		x				x	x						x		x							x							17
Johnson Local	50-51	46	x		x	x							x					x		x							x							18
Johnson Local	51-52	38					x	x			x							x		x							x							13
North Western	51-52	253	x		x		x		x						x						x	x							x	x					33
Mt. Cory-Rawson	51-52	206	x		x		x		x					x		x					x		x	x	x	x		x	x	x					32
Shawnee	51-52	337	x		x		x		x					x		x					x		x	x	x		x	x	x	x	x				42
Norwich	51-52	357	x		x		x		x					x		x					x		x	x	x		x					x			37

The Ohio High School Standards in discussing size of school, says:

> Other things being equal, the least effective high schools are those with a small staff and limited enrollment. This tends to be true despite the excellence of individual teachers because of the limited facilities of the small school, the limited instructional aids, the very narrow program of studies and the wide teaching assignments which preclude adequate preparation by the teacher. Few teachers are able to spread their interest over three or four different lines of work with comparable success in each. High schools continue to improve with size until the point is reached where the enrollment justifies a program wide enough to meet the needs of the pupils and a teaching staff sufficiently large to permit specialization of teaching assignments. It is generally advantageous to have each teacher assigned to one subject matter field only. Schools with ten to fifteen teachers are in a position to maintain an efficient organization. Size as a factor in efficiency has little effect from this point until the enrollment requires about thirty to thirty-five teachers. Beyond this size, it becomes more difficult to maintain as good a school as the smaller organization.[9]

The Ohio School Survey Committee came to a similar conclusion when they wrote:

> The larger high schools provide a wide range of courses and many extra-curricular activities. Most high schools provide little beyond the college preparatory courses, physical education, agriculture, and home economics..... the larger schools generally provide a wide range of learning opportunities; many of the smaller schools provide much more limited opportunities.[10]

---

[9] Ohio High School Standards, Administration. State of Ohio, Department of Education, Columbus, Ohio, 1953, pp. 18-19.

[10] Ohio School Survey Committee, op. cit., p. 8.

Data were secured that show the number and percentage of rural boys and girls in county schools that were enrolled in vocational agriculture and vocational home economics. Table 10 indicates that of the 765 local schools in Ohio, 250, or 32.6 percent, offer vocational agriculture. It was estimated that a total of 9,000 boys, or 54.0 percent of the 16,650 boys in the 250 schools, availed themselves of the opportunity of taking this course. Of the total number of boys attending county schools only 11.9 percent were enrolled in vocational agriculture courses. The number of schools offering vocational home economics was found to be 160, or 20.9 percent of the total number of county schools. Furthermore, it was estimated that 6,400 girls, or 60.5 percent of the girls enrolled in the 160 schools, availed themselves of the opportunity of taking a vocational home economics course. Of the total number of girls enrolled in county schools only 8.48 percent were enrolled in vocational home economics classes. It should be remembered that these two courses are paid for in part by the federal government under the Smith-Hughes Act. Thus a few schools are receiving aid from the federal government, while many less fortunate schools do not receive such aid.

TABLE 10

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE AND VOCA
ECONOMICS CLASSES IN COUNTY SECONDARY SCHOOLS IN OHIO, 1952-1953*

Number of County Schools	Number of Schools Offering Vocational Agriculture	Percent of Schools Offering Vocational Agriculture	Total Number of Boys in County Secondary Schools+	Total Number Enrolled in Vocational Agriculture ‡	Percent of Total Number Enrolled in Vocational Agriculture
765	250	32.6	75,443	9,000	11.9

* Source: Personal letter from the State Department of Education, Division of Vocational Ed

\+ One-half the total number of students enrolled in the 765 county schools.

‡ Estimated, 250 departments multiplied by 36 students (average number in departments) equal

§ Estimated number of boys enrolled in the 250 schools (average 66.6 boys per school, grades

TABLE 10

PERCENTAGE OF STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE AND VOCATIONAL HOME ECONOMICS CLASSES IN COUNTY SECONDARY SCHOOLS IN OHIO, 1952-1953*

Percent of Schools Offering Vocational Agriculture	Total Number of Boys in County Secondary Schools+	Total Number Enrolled in Vocational Agriculture ‡	Percent of Total Number Enrolled in Vocational Agriculture	Estimated Total Number of Boys in the 250 Schools §	Percent of Boys in the 250 Schools Enrolled in Vocational Agriculture
32.6	75,443	9,000	11.9	16,650	54.0

: from the State Department of Education, Division of Vocational Education, 1953.
er of students enrolled in the 765 county schools.
its multiplied by 36 students (average number in departments) equals 9,000 students.
s enrolled in the 250 schools (average 66.6 boys per school, grades 9-12).

TABLE 10 (Continued)

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE AND VOC
ECONOMICS CLASSES IN COUNTY SECONDARY SCHOOLS IN OHIO, 1952-1953*

Number of County Schools	Number of Schools Offering Vocational Home Economics	Percent of Schools Offering Vocational Home Economics	Total Number of Girls in County Secondary Schools+	Total Number Enrolled in Vocational Home Economics ‡	Percent of Total Number Enrolled in Vocational Home Economics
765	160	20.9	75,443	6,400	8.48

* Source: Personal letter from the State Department of Education, Division of Vocational
\+ One-half the total number of students enrolled in the 765 county schools.
‡ Estimated, 160 departments multiplied by 40 students (average number in departments) eq
§ Estimated number of girls enrolled in the 160 schools (average 66.6 girls per school, §

TABLE 10 (Continued)

UDENTS ENROLLED IN VOCATIONAL AGRICULTURE AND VOCATIONAL HOME
ES IN COUNTY SECONDARY SCHOOLS IN OHIO, 1952-1953*

cs	Total Number of Girls in County Secondary Schools+	Total Number Enrolled in Vocational Home Economics ‡	Percent of Total Number Enrolled in Vocational Home Economics	Estimated Total Number of Girls in the 160 Schools §	Percent of Girls in the 160 Schools Enrolled in Vocational Home Economics
	75,443	6,400	8.48	10,566	60.5

te Department of Education, Division of Vocational Education, 1953.
enrolled in the 765 county schools.
by 40 students (average number in departments) equals 6,400 students
the 160 schools (average 66.6 girls per school, grades 9-12.)

The Student Activities Program. If one understands 'curriculum' to mean all activities of the school, then the curriculum of the rural school has been affected in a significant manner by recent consolidations in Ohio. One of the major reasons given by rural people against the consolidation of school districts has been that consolidation would deny many students the opportunity of taking active part in various student activities. To test the validity of such statements the writer in 1952 went directly to the men in the field to secure firsthand information as to how they found consolidation affecting the school's activity program.

R. M. Garrison, Supervisor of Elementary and Secondary Education, State Department of Education, supplied a list of fourteen recently consolidated local school districts that had been in operation long enough to evaluate the effects of consolidation on the student activities program. Upon the basis of the returns of a brief questionnaire the following general conclusions were given:

(1) Approximately 83.3 per cent of the students felt that consolidation had benefited student activities.

(2) Approximately 87.0 percent of the high school students felt that consolidation had benefited them personally.

(3) Approximately 54 percent of the schools reporting stated that consolidation does not limit student participation on the basketball team, in the band, or in activities in general. Approximately 27.0 percent stated that student participation is limited by consolidation. A point was made to the effect that, although student participation has been limited in some instances, the advantages gained in the curricular program far off-set those limitations.

(4) The distance that students travel to the school center in order to take part in student activities is not a barrier to participation.

(5) All schools reporting agreed 100 percent that consolidation had improved the student-activities program.

(6) All schools reporting agreed 100 percent that consolidation had increased the opportunity for students to participate in more student activities.

(7) Parental resentment toward consolidation was listed by approximately 36.0 percent of the schools as a major problem in building a well-rounded student-activities program; 27 percent listed transportation as their major problem; and 9 percent listed student resentment. The others did not reply or said they faced none of the major problems listed.

In general, the preceding statements, based upon replies from recently consolidated rural school districts, would indicate that consolidation tends to improve the student-activities program.

V. FINANCIAL STATUS OF THE COUNTY SCHOOL DISTRICT

Practically all public schools are faced with the difficult problem of obtaining sufficient funds for operation and maintenance. An immense increase within the past few years of the cost of operation and maintenance, building construction, and teachers' salaries, has caused local school districts to ask: "Have we sufficient money to offer the kind of educational program our people demand?"

If operational and building costs continue to increase, if the teacher shortage remains, and if the voter tends to be reluctant to vote millages, the rural school will be forced to reorganize into larger administrative and attendance units in order to survive.

The Ohio School Survey Committee defines a good plan of financial support for schools as follows:

A good plan is one which:

(1) Assures reasonably adequate educational opportunities for all children and youth throughout the state.

(2) Provides a state-local partnership plan of financial support.

(3) Does not require greater tax effort in some districts than in others.

(4) Encourages efficient organization and administration.

(5) Provides maximum opportunity for local leadership and responsibility.

(6) Allows each school district to provide a better educational program than the minimum assured by the state plan.[11]

Should this type of financial plan be accepted and laws enacted by our Ohio Legislature to carry it out, our rural schools would experience a vitalized reorganization.

State and Local Revenue. Local school districts, comprising county district, receive monies from the federal, state, and local governments. The amount and percent of money received by all school

[11] Ohio School Survey Committee, op. cit., p. 20.

districts in Ohio for the school year 1949-1950 were as follows: Federal, $4,335,676 or 1.7 percent; state, $94,780,000 or 36.2 percent; and local, $162,420,000 or 62.1 percent.[12] In the school year 1939-1940 the percent of total revenue receipts from state sources was 35.5 percent.[13] This indicates an increase of only 0.7 percent over a ten-year period. In Ohio the local school district does not receive revenue from the county taxing district, but only from federal, state, and local sources. The local revenue coming from taxes of the district.

On the local level, the general property tax is the primary source of revenue for school support. In 1949-1950 the percent of local revenue obtained from local property was 97.0.[14]

The amount of money received from the state by each local district is calculated separately and depends upon the enrollment, typography, and valuation of the district. Low enrollments and low valuations mean high tax rates for persons living within those districts if their schools are to continue in operation. Tax rates vary from district to district, whether the district is city, exempted village, or local; but an average over the state of all

---

12 National Education Association, Research Bulletin, Vol. XXX, No. 4, December, 1952. Public School Revenues, 1940-1950, p. 139.

13 Ibid., p. 115.

14 Ibid., p. 117.

taxing rates furnishes a basis for comparison. O'Keefe, in a study made in 1954, reveals the following information regarding tax rates in county, city, and exempted village school districts:

Table 11 reveals the following facts:

(1) The average tax rates for all school purposes arranged from highest to lowest were: city, 14.86; exempted village, 14.37; and county, 13.07 mills.

(2) The median tax rates for all school purposes arranged from highest to lowest were: city, 14.90; exempted village, 14.00; and county, 12.80 mills.

(3) The minimum tax rates for all school purposes arranged from highest to lowest were: exempted village, 8.95; city, 6.36; and county, 3.26 mills.

(4) The maximum tax rates for all school purposes arranged from highest to lowest were: county, 30.90; exempted village, 22.70; and city, 22.50 mills.

As shown in Table 12, the average per-pupil resources for current operation received from local sources were higher in all three types of school districts than the revenues received from the state. The county district, on an average, received higher revenue per-pupil from the state than did either the exempted village or city school district.

TABLE 11

SUMMARY OF TAX RATES FOR OHIO SCHOOL DISTRICTS, BY TYPE OF DISTRICT, 1954*

Type of District	Average	Median	Minimum	Maximum
COUNTY (Local)				
Current Operating	11.09	10.75	2.70	25.70
All School Purposes	13.07	12.80	3.26	30.90
Total All Purposes	19.61	19.14	8.0	42.70
CITY				
Current Operating	12.32	12.13	6.36	17.52
All School Purposes	14.86	14.90	6.36	22.50
Total All Purposes	24.18	23.62	15.22	33.50
EXEMPTED VILLAGE				
Current Operating	11.91	11.55	8.00	19.30
All School Purposes	14.37	14.00	8.95	22.70
Total All Purposes	22.93	22.72	16.00	37.50
ALL DISTRICTS				
Current Operating	11.24	10.90	2.70	25.70
All School Purposes	13.32	13.06	3.26	30.90
Total All Purposes	20.25	19.80	8.00	42.70

* Source: T. G. O'Keefe, Basic Financial Data, Ohio School Districts," Ohio Education Association Research Bulletin, Vol. VIII, No. 5, May, 1954, p. 1.

TABLE 12

AVERAGE REVENUE PER PUPIL RECEIVED FROM LOCAL AND STATE SOURCES, BY TYPE OF DISTRICT, FOR THE SCHOOL YEAR 1952-1953*

Type of District	Average (Weighted) Revenue Per-Pupil		
	Local	State	Total
City (135)	$ 186.73	$ 51.69	$ 238.42
Exempted Village (74)	94.45	75.40	169.85
County (1127)	100.46	87.10	187.56
All Districts (1336)	148.31	66.55	214.86

* Source: T. G. O'Keefe, "Resources Per Pupil For Operating Expenses in Ohio School Districts, 1952-1953," Ohio Education Research Division, May, 1954, p. 1.

Economic Level of Rural Families. Table 13, adapted from 1950 census figures, compares the incomes of the urban, rural-nonfarm, and rural farm families.

The distribution of incomes of individuals within a single group has significance, but greater significance is apparent when one compares the incomes of several groups. Table 13 lists the percent distribution of families by total incomes for the urban, rural-nonfarm, and rural farm groups, and shows that:

(1) The rural farm group has a greater percentage of families earning less than $1,000 than either of the two remaining groups.

(2) In all three groups the percentage of families earning between $2,000 and $3,999 is higher than in any other income bracket.

(3) Sixty-nine percent of the rural families earn less than $4,000, while 73.0 percent of the rural-nonfarm, and 58.7 percent of the urban families earn less than $4,000.

(4) Twenty-one and two-tenths percent of the rural families earn $4,000 or more, while 27.0 percent of the rural-nonfarm, and 41.2 percent of the urban families earn $4,000 or more.

These percentages indicate the unfavorable income status of rural families as compared with urban and rural-nonfarm families in Ohio. Butterworth and Dawson[15] have assembled data that

---

[15] Butterworth and Dawson, op. cit., p. 43.

TABLE 13

PERCENT DISTRIBUTION OF FAMILIES BY TOTAL INCOME FOR THE STATE, URBAN AND RURAL: 1950*

Total Money Income	Urban		Rural-nonfarm		Rural farm		Total for the state	
Total	100.0		100.0		100.0		100.0	
Less than $1,000	8.2)		12.7)		18.3)		10.1)	
$1,000 to $1,999	8.9)	58.7	13.8)	73.0	21.8)	69.0	11.1)	63.5
$2,000 to $3,999	41.6)		46.5)		28.9)		42.3)	
$4,000 to $5,999	25.5)		18.9)		14.0)		23.1)	
$6,000 to $9,000	12.0)	41.2	6.3)	27.0	5.7)	21.2	10.4)	36.6
$10,000 and over	3.7)		1.8)		1.5)		3.1)	
Median Salary	$ 3,580		$ 3,010		$ 2,401		$ 3,363	

* Source: Bureau of the Census, op. cit., Table 32, p. 70.

indicate the net income in 1947 of persons in the United States was $190,799,000,000 and of that total $23,488,000, or 12.3 percent, went to persons on farms. The per capita net income to persons on farms for this year (1947) was $851.00; to persons not on farms, $1,454. This means that the person on the farm had an income equal to but 58.4 percent of that earned by the non-farm person.

Economic Reasons for Low Agricultural Income. Butterworth and Dawson discuss this problem as follows:

> Perhaps the chief reasons that agricultural income in proportion to population for a long time has been much less than the income of the population engaged in non-agricultural pursuits are the following: (1) Agriculture is highly competitive. Since most of the people engaged in it operate through small units, it is difficult, in fact impossible, without government intervention, to regulate the supply of agricultural products. The farmer must keep going regardless of the condition of the market. In large measure, this condition does not apply to industry. (2) Until during this period of the Second World War, there has at all times been an over-supply of farm labor and an insufficient rate of expansion of industry to take up the excess supply of farm population. (3) There is a dearth of sources of income supplementary to agriculture for the rural people. An expansion of industrial facilities related to agriculture in rural communities as a means of both full-time and part-time employment is needed. This need, of course, calls for education and training geared to this type of occupational activity.[16]

---

[16] Butterworth and Dawson, op. cit., p. 43.

VI. THE PRESENT STATUS OF THE HIGH SCHOOL TEACHER IN THE COUNTY SCHOOL DISTRICT

How to have available an adequate supply of teachers for Ohio's rural schools is a major problem faced by our forty-eight colleges (engaged in one or more fields of teacher preparation), the State Department of Education, and by the county and the local administrator. The need for teachers is acute. Harold Bowers, Supervisor of Teacher Education and Certification of the State Department of Education, writing on the outlook for 1955, says: "Assuming a continuation of the current rate of loss of teachers which is 8 percent annually, superintendents will need 4,428 new teachers as replacements. To cope with the increasing enrollment, a minimum of 2,600 additional new teachers will be needed. The total demand for the next school year is therefore 7,028 teachers as compared with 7,091 for the current year."[17] In Table 14 he further shows the anticipated supply coming from Ohio colleges in June, 1955 as follows: elementary, 1,715; high school, 2,114, or a total of only 3,829 teachers.

Trends in Teachers' Salaries. Table 14 shows, for each type of school district in Ohio, the number of teachers, median salary, average salary, and the purchasing power of the average salary as

---

17 Harold Bowers, "Teacher Certification in 1954, A Statistical Summary of Teacher Supply and Demand," Ohio State Department of Education, Columbus, Ohio, 1954, p. 17.

TABLE 14

MEDIAN AND AVERAGE SALARIES OF HIGH SCHOOL TEACHERS IN COUNTY, EXEMPTED VILLAGE A DISTRICTS IN OHIO, 1952-1953 AND 1951-1952, AND THE PURCHASING POWER OF THE 1952-

District	Number of teachers	Median salary	Average salary
COUNTY (Local) (88)			
1952-1953	7,186	$ 3,222.00	$ 3,323.00
1951-1952	7,183.85	3,053.00	3,156.00
Increase		169.00	167.00
Percent of increase		5.54	5.29
EXEMPTED VILLAGE (73 and 71)			
1952-1953	1,293.30	3,419.00	3,480.00
1951-1952	1,185.35	3,225.00	3,273.00
Increase		194.99	207.00
Percent of increase		6.01	6.32
CITY (135)			
1952-1953	15,999.30	4,341.00	4,275.00
1951-1952	15,230.19	4,128.00	4,038.00
Increase		213.00	237.00
Percent of increase		5.16	5.87
ALL DISTRICTS			
1952-1953 (296)	28,150.70	3,747.00	3,868.00
1951-1952 (294)	26,769.44	3,541.00	3,652.00
Increase		206.00	216.00
Percent of increase		5.82	5.91

* Source: Research Bulletin, Ohio Education Association, "Survey of Teache in Ohio, 1952-1953," Vol. VII, No. 1, January, 1953. p. 2.

** The salary for a givenyear is divided by the Consumers' Price Index, and multiplied by 100. (For example, for the school year 1952-1953 the average sala county high school teacher divided by the September 1952 index of 190.8, multipl $1,741.61. The Consumers' Price Index, 1935-1939 equals 100.00 (The purchasing 1952-1953 dollar was 0.524 in 1935-1939).

TABLE 14

HIGH SCHOOL TEACHERS IN COUNTY, EXEMPTED VILLAGE AND CITY SCHOOL
ND 1951-1952, AND THE PURCHASING POWER OF THE 1952-1953 SALARIES*

Number of teachers	Median salary	Average salary	Purchasing power of salary**
7,186	$ 3,222.00	$ 3,323.00	$ 1,741.61
7,183.85	3,053.00	3,156.00	
	169.00	167.00	
	5.54	5.29	
1,293.30	3,419.00	3,480.00	1,823.00
1,185.35	3,225.00	3,273.00	
	194.99	207.00	
	6.01	6.32	
15,999.30	4,341.00	4,275.00	2,240.50
15,230.19	4,128.00	4,038.00	
	213.00	237.00	
	5.16	5.87	
28,150.70	3,747.00	3,868.00	2,027.25
26,769.44	3,541.00	3,652.00	
	206.00	216.00	
	5.82	5.91	

:tin, Ohio Education Association, "Survey of Teachers' Salaries
, No. 1, January, 1953. p. 2.

ıyear is divided by the Consumers' Price Index, and the quotient
ple, for the school year 1952-1953 the average salary of the
vided by the September 1952 index of 190.8, multiplied by 100, equals
ice Index, 1935-1939 equals 100.00 (The purchasing power of the
1935-1939).

compared with the 1935-1939 dollar. Also are shown the total number of teachers employed for the two most recent school terms with median and average salaries.

As shown in Table 14, the median salary in 1952-1953 for the county high school teacher was $3,222; for the exempted village high-school teacher, $3,419; and for the city high-school teacher, $4,341. For all teachers of the state the median salary was $3,747. The table further reveals that there was an increase in the median salary in each district over the previous year, with the greatest percentage of increase in the exempted village salary, followed by the county district and then the city district.

Table 14 lists the average salaries of teachers of all districts as follows: County, $3,323; exempted village, $3,480; and city, $4,275. The average salary of all teachers for the 1952-1953 school term in Ohio was $3,868.

As shown in Table 14, salary increases for the 1952-1953 school term appear to be in substantial amounts; yet, when the increases or the total salary are studied in relationship to the purchasing power of the 1935-1939 dollar at 100.0, they are far less in relative amounts. As the table indicates, the purchasing power of the average county high school teacher's salary ($3,323) is only $1,741.61; of the average exempted village teacher's salary ($3,480) is only $1,823; of the average city teacher's salary

($4,275) is only $2240.50; and for the state average salary ($3,868) is only $2,027.25.

Salaries have increased in current dollars, but in purchasing power the present dollar is worth approximately 0.524. It is therefore evident that the secondary teacher in Ohio has made no significant economic progress.

Professional Status of the Secondary Teacher. The data of Table 15 were adapted from figures published by the State Department of Education to show, in concise form, the professional status of the high school teacher.

TABLE 15

DEGREES HELD BY SECONDARY SCHOOL TEACHERS IN OHIO, 1953-1954*

Degree	District			
	City Percent	County Percent	Exempted Village Percent	State Percent
Bachelor's	51.2	79.8	65.3	62.2
Master's	45.4	18.0	33.6	33.3
Doctor's	.1	0.2	.0	.2
No degree	3.3	2.0	3.1	3.0

* Source: Bowers, op. cit., p. 15.

This table indicates that the teachers of both city and exempted village schools have taken more work at the college or university than have county teachers. This may be explained by the fact that many teachers begin their teaching careers in rural schools and move to the city for higher pay, and in many instances, for better school and living facilities.

The percentages listed under "no degree" are accounted for by the fact that vocational teachers in general are certified on the basis of experience rather than training and also that many teachers are certified temporarily because of the acute teacher shortage in Ohio.

TABLE 16

CERTIFICATES HELD BY SECONDARY SCHOOL TEACHERS IN OHIO, 1953-1954*

Certificate	City Percent	County Percent	Exempted Village Percent	State Percent
Temporary	1.2	3.8	1.3	2.1
Provisional, eight-year	30.6	56.1	48.9	41.6
Professional, four-year	16.6	14.8	17.8	16.0
Permanent or life	51.6	25.3	32.0	40.3
Total	100.0	100.0	100.0	100.0

* Source: Bowers, op. cit., p. 15.

A large majority of the county high school teachers possess four years of college preparation and thus have been granted the four-year provisional certificate. As indicated in Table 16, 56.1 percent of the county teachers have provisional certificates, as compared with 30.6 percent of city teachers, and 48.9 percent of exempted village teachers.

City secondary school teachers have 51.6 percent of their number holding permanent or life certificates, county teachers, 25.3 percent, and exempted village teachers, 32.0 percent. This would indicate that city secondary school teachers are on the average an older age group, and further, that they have taken more additional college training than either the county or the exempted village teacher.

Median Years of Experience. The median years of experience for teachers in city secondary schools, exempted villages, and in county schools vary as follows: City, eighteen years; exempted village, nine years; and county, six and one-half years.[18]

Sex of Secondary School Teachers in County Schools. Bowers shows that the percentage of men and women teachers in the three types of school districts are: City, 50.9, men and 49.1, women; county, 56.0, men, and 44.0, women; and exempted village, 56.8,

---

[18] Bowers, op. cit., p. 16.

men and 43.2, women. He further shows that the percentages for the state were: 53.1, men and 46.9, women.[18]

SUMMARY

The writer has cited statistics that show:

(1) Ohio has an expanding population. The total population of the state increased 15.0 percent between 1940 and 1950. The major percent of increase was in the rural-nonfarm population.

(2) The rural farm population decreased 20.1 percent between 1940 and 1950.

(3) The median of school years completed by the rural farm population is less than that of either the rural-nonfarm or urban populations.

(4) The income of the rural farm family is lower than that of either the rural-nonfarm or urban family.

(5) Many county secondary schools are small and have inadequate curriculum offerings.

(6) Consolidation of small high schools has improved the student-activities program of the schools concerned.

(7) There is an acute need for additional revenue for school operation and maintenance.

(8) The county secondary school teacher, compared with the urban teacher, is underpaid and undertrained.

(9) The purchasing power of the 1952-1953 dollar, compared with the 1935-1939 dollar of 100.0, was only 0.524 cents.

---

[18] Ibid., p. 16.

CHAPTER III

EDUCATION BEYOND THE PRESENT HIGH SCHOOL: MEANS OF EXTENDING THE PRESENT-DAY OPPORTUNITIES IN OHIO

INTRODUCTION

This chapter consists of two parts. Part I is a brief review of some of the means employed to offer educational opportunities to youth and adults above the present high-school level. Part II explores present-day opportunities existing in Ohio that allow youth and adults to get further training beyond the high school.

The need for further educational opportunities is a long-recognized one and is discussed by the National Education Association as follows:

> In spite of recent increases in the nation's child population, educational planners must not overlook the fact that we are still an aging nation. The percentage of persons in the higher age brackets is increasing, as well as the child population. The median age is still moving higher. Life expectancy is growing, the need for adult education in such a society is inevitable. Particularly in a period when changes are occurring as rapidly as they are at present, the adult population should have the opportunity for further schooling. Some must change their occupations and require new knowledge and skills in order to do so. Some must learn new methods and acquire new insights in order to continue in their present occupations with success. Many wish to pursue avocational

> and cultural interests, as their time and circumstances permit. Parent-education and child-study groups will find numerous recruits among parents of pre-school and primary school children.
>
> Adult education as a school responsibility is important for another reason, too. In an aging population many older people have no direct personal interest in a school that serves only children but would be interested in a school that serves people of all ages. The more fully a school system meets the needs of persons of all ages, therefore, the more nearly universal its public support is likely to be.[1]

PART I. MEANS OF EXTENDING EDUCATIONAL OPPORTUNITY BEYOND THE PRESENT HIGH SCHOOL LEVEL

In making an analysis of the present means that Ohio extends to youth and adults to get education beyond the present high school level, one sees the universities and four-year colleges, both public and private, having on-campus and frequently off-campus programs, consisting of extension programs (sometimes in well-established centers) and correspondence divisions.

The universities and the four-year colleges occupy a prominent place in Ohio's great system of higher education; however, the two-year institutions, both public and private, are becoming increasingly important in our state as a means of meeting educational needs. Although their growth has been slow in Ohio, they have been recognized

---

[1] National Education Association Research Bulletin, Schools and the Census. Volume XXIX, Number 4, December, 1951, p. 169.

as needed means by certain other states for many years. These two-year institutions, such as the junior college, the technical institute, and the new community college, all have their campus programs and some have off-campus programs.

In addition to the universities, the four-year colleges, and the two-year institutions, there are the private correspondence schools, art schools, trade schools, business schools, preparatory schools, military schools, schools of embalming and mortuary science, schools of chiropody, schools of labor, and others not listed in various directories.

This study has concerned itself in particular with rural Ohio. In discussing means of extending education beyond the high school the writer has accepted, as being an important means of adult education, the Ohio Farm Bureau Advisory Council, which will be discussed at some length. He believes that the establishment of community colleges or community educational centers in Ohio may find a dynamic impetus for growth in rural areas. He includes the Advisory Council in the study for the three following reasons:

(1) If the community college is to play an expanding role in the life of rural people, its purposes and functions must be understood by these people, particularly by those who are to support such an educational institution and who are to co-operate in operating it.

(2) It is commonly accepted that programs for advancement must be based upon what is known as the grass-roots thinking of the people. Farm Bureau Advisory Councils are made up of farmers and their neighbors, which by their unique character offer an approach to rural opinion and support in the establishment of the community college for rural areas.

(3) Each month approximately 45,000 persons in Ohio meet as advisory councils to study, to discuss, and to react to local, state, and national issues. Within this group's range may well rest the future of the community college for rural areas.

For the above reasons and because the Advisory Council is on an adult discussion level, entirely different from the college or university, it will be discussed first. Other means discussed will be in the following order: Higher institutions of learning in Ohio, and the community college.

OHIO FARM BUREAU ADVISORY COUNCILS

Ohio Farm Bureau Advisory Councils consist of groups of families interested in agriculture. They meet each month in the home of a member to discuss and to study problems, and to come to conclusions on points of action. The Ohio Farm Bureau Federation, 245 North High Street, Columbus, Ohio, sponsors the Advisory Councils, but members of the advisory councils are not required to be members of the Ohio Farm Bureau Organization. Although the membership of the Advisory Councils is only 45,743, it is of

sufficient size to mark a new venture in adult education and is having a tremendous influence upon the Farm Bureau organization in the matter of policy formation.

The Beginning and Present Status of Ohio Farm Bureau Advisory Councils. The Ohio Farm Bureau, through its Division of Information and Education, was the originator of this unique and highly successful form of adult education which is directed toward helping farm people to become well informed and to take action on the issues of the day. The writer learned that the history of advisory councils has never appeared in book or magazine form, and, realizing the importance of this form of adult education to rural Ohio, decided that a brief history should be here presented.

In June, 1953, the writer interviewed L. F. Warbington at his country home in Shelby County, Ohio. Mr. Warbington, a dynamic person, first conceived the idea of rural Ohio families meeting together as a form of adult education, an idea which, when put into operation as the 'Advisory Council,' has played an important part in helping build the Ohio Farm Bureau Federation into one of the leading farm organizations of the state.

In February, 1936, Mr. Warbington, at that time the Director of Organization for the State Farm Bureau, conceived a plan whereby the organization might grow. He felt that growth must be based upon family action—not upon groups of men and women working as

separate units. With this principle in mind, he appeared before the Shelby County Farm Bureau Board and asked permission to organize families of like social interests into small neighborly groups for the purpose of discussing, and thereby better understanding one another's problems. His request was granted, and he selected forty-eight families to meet with him. Of that number forty-two went to the meeting which was held April, 1936, in an old warehouse which Mr. Warbington had cleaned and made ready with what help he could secure.

As the group gathered, he noted that some families who had lived as neighbors for a long time were making one another's acquaintance for the first time. As he expressed it: "I was of the opinion that the only way to build a community is for the people of that community to be well acquainted, and that forming people of the same social level into groups should help this to come about." Accordingly, after calling his first meeting to order, he suggested that the large group divide into four groups for closer acquaintance in a discussion period.

The four groups of approximately ten families each did get acquainted and were so enthusiastic about the idea of meeting regularly that each group elected a president and secretary and made plans for future meetings. They decided that minutes should be kept of each meeting's business and that a copy of them should be sent to Mr. Warbington. "I helped the idea along," he said,

"by offering to furnish each secretary with a suitable minute book." Before the first meeting closed, the decision was made that the groups would hold monthly meetings, and the families drew names to determine when each would be host to their group.

Mr. Warbington explained further,

> I decided to use the question-and-answer method as the procedure for meetings, and I would select six questions of interest, with answers written out, and send them to the president of each group in time for him to study them. The president was to give the six questions to members of his group in order that they might find answers to them by meeting time. This preparation formed the basis for group discussion of the questions and led to participation by all.
>
> As our meetings progressed, we found out that the president is not always a good discussion leader. Therefore, we elected one who was to lead the discussion as a participating member of the group.

Fairfield was the second, and Van Wert the third county in Ohio to organize advisory councils. The advisory councils in the three counties were beginning to create interest at the state level, for farmers were showing themselves to be better informed than formerly on questions vitally concerning agriculture. Their questions and opinions were beginning to be heard in the meetings with state Farm Bureau leaders, because through the advisory councils the leaders were becoming aware of both the major and the minor problems facing the farmer, and were well-informed enough

to express their opinions on those problems. The 'advisory council' had taken root and was beginning to grow. District advisory councils were formed as the number of county advisory councils grew in number.

The procedure adopted for conducting advisory-council meetings was as follows:

(a) Opening with some activity that would include the whole group.

(b) Business session in charge of the president.

(c) Meeting given over to the discussion leader. (The discussion is based upon the contents of the 'Advisory Council News,' a four-page mimeographed sheet of questions, answers, and information, plus news of other councils).

Topic procedure: Major topic or problem, of state or national interest.

Minor topic or problem, one close to the farmer and his family.

In discussing problems, the leader was advised to remember:

That simple things stimulate participation.

That small groups insure fuller participation.

That outside help should be called in only when needed.

That all should be encouraged to think as they sat in small groups.

By 1939 there were in Ohio 150 councils holding regular meetings. At that time the advisory council was approved by the State Board of the Ohio Farm Bureau as a legitimate part of the organization. These small groups of people on the same social level, selecting their own council members, barring none, discussing problems, asking questions, making decisions, were in reality acting in an advisory capacity to the Farm Bureau Federation on matters of policy.

On April third, 1953, the weekly membership report on advisory councils showed that the total membership in Ohio was 45,743. The methods of procedure have changed but little in advisory-council meetings; the basic principles as worked out in its early beginnings have been proved by time to have been sound. It is a fact worth repeating that approximately 45,700 people of like interests meet each month throughout Ohio to discuss issues of national, state, and local importance, and to agree upon possible solutions.

To help the reader understand better the advisory council as an educational agency twelve advisory council guide topics were selected at random from the period between 1952 and 1954 as follows:

Making Our Vote Count, April, 1952
Patterns For Peace, June, 1952
Insuring Our Security, October, 1952
Law Makers In The Spotlight, March, 1953
Social Security, June, 1953
What Should We Do About Rural Health? August, 1953

Legal Problems of Farmers, November, 1953
How Great A Threat Is Communism? March, 1954
What Can We Do About Our Rural Schools? May, 1954
How Shall We Pay For Government? July, 1954
Freedom Through Self-Government, September, 1954
Good-will Toward Men, December, 1954

Other states have followed Ohio's lead, and at the present time Maryland, Vermont, and Michigan have established advisory councils. Foreign countries have sent persons to study the plan, and Mr. Warbington himself went to Germany in 1947 as an agricultural specialist with the United States Army, where he found the German people receptive to the discussion-group idea for their agricultural leaders and farmers.

HIGHER INSTITUTIONS OF LEARNING IN OHIO

State and Municipal Universities. The data assembled in Tables 17 and 18 show the number of state and municipal universities, their on-campus and off-campus programs, their location, and the number of undergraduate scholarships offered. As shown in the tables there are six state and three municipal universities. The on-campus and off-campus programs were identified by the degrees granted and by the terminal and adult programs offered. An examination of the degrees offered would signify that a comprehensive covering of the areas of learning was available. In regard to the

TABLE 17

STATE UNIVERSITIES IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATI

State Universities	On-Campus Programs Degrees Granted*	Terminal and Adult Programs**	Off-Campus Programs***
1. Bowling Green State University Bowling Green, Ohio	BSEd., AB, BS, BS Bus, BSBuAD, MA, MSEd, MEd.	One-year and-two-year secretarial	Extension Division
2. Central State College Wilberforce, Ohio	BA, BS, BS in Bus AD, Certificates	Two-year terminal programs: 1. Agriculture 2. Vocational	
3. Kent State University Kent, Ohio	BS in Bus Ad, BS in Ed, BA, MA	Non-degree courses usually limited to one year	Extension Division Correspondence Division
4. Miami University Oxford, Ohio	AB, MA, BS in Bus. BS in Sec Study, BS in Ed, B mus, BFA, Barch, MS, MEd, MMus, MBA.		Extension Division Branch at Dayton, Ohio
5. The Ohio State University Columbus, Ohio	BA, BS, BSAg., BSDairy, Tech, BS in Food Tech, BS in Rest Mgn, BArch, BLand Arch., BBus Ad, BS in Soc Adm., DDS, BEd, BAgrE, BAere, BCerE, BEE, BMetE, BBetE, BweldE, BChE, BIE, BME, DEM, BS in Physics, Ph.D, MA, MA in Soc. Adm.	College of Liberal Arts and Sciences: Two-year general education, College of Agriculture: Two-year Agricultural engineering Agronomy Animal Husbandry Dairy Husbandry Home Economics Horticulture Poultry Husbandry General agriculture	Agricultural Extension

* Source:

* College Blue Book, Christian E. Burckel and Huber William Hurt. New York, 1953,

** "Appendix To Syllabus For Education 832," The Junior College Movement, Appendi: Courses Offered by Ohio Colleges and Universities, A Preliminary Catalogue Stuc

*** College Bulletins of Institutions Named.

TABLE 17

AMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

us Programs ated*	Terminal and Adult Programs**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
,BS Bus, SEd,	One-year and-two-year secretarial	Extension Division	Metro-politan	Wood	90
in Bus tes	Two-year terminal programs: 1. Agriculture 2. Vocational		Metro-politan	Greene	162
d, A, MA	Non-degree courses usually limited to one year	Extension Division Correspondence Division	Metro-politan	Portage	200
in Bus. tudy, mus, MS, BA.		Extension Division Branch at Dayton, Ohio	Metro-politan	Butler	198
g., n, BS h, BS in Arch, ,BBus Ad, dm., grE, ,BEE, ,BweldE, E, DEM, cs, Ph.D, oc. Adm.	College of Liberal Arts and Sciences: Two-year general education, College of Agriculture: Two-year Agricultural engineering Agronomy Animal Husbandry Dairy Husbandry Home Economics Horticulture Poultry Husbandry General agriculture	Agricultural Extension	Metro-politan	Franklin	597

istian E. Burckel and Huber William Hurt. New York, 1953, pp. 62-66.

For Education 832," The Junior College Movement, Appendix C, Terminal and Adult Education io Colleges and Universities, A Preliminary Catalogue Study, May, 1953, pp. 25-34.

nstitutions Named.

TABLE 17 (Continued)

STATE UNIVERSITIES IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGR

State Universities	On-Campus Programs Degrees Granted*	Terminal and Adult Programs**	Off-Campus Programs **	Lo Area
5. The Ohio State University	MMSc, MS in PubAdm, MDentSc, MBusAdm, BHe, LLD, JD, BS in Journalism, MD, BMus, BSinEd, BS in Nursing, BS in Opt, BS in Pharm, MA in SocAdm, BS in Soc.Adm, DVM, OccupTher., Pilot License, Certificates.	College of Dentistry: Two-year Courses: Dental Hygiene Dental Technology Twilight School: Evening courses for adults Non-credit courses; Seventy-three as listed in the pamphlet, Crisis Ahead, published by The Ohio State University Association, 1953-54, page 31.		
6. Ohio University Athens, Ohio	BS, BA, BS in Ed, MA, BSinChem, BSC, BSAg, BSin Journ, BFA, MEd, MFA, MS.	Two-year Cadet in elementary education. Two-year, AA Degree Three-year Diploma: Kindergarten Primary and Intermediate	Summer European Tour. Freshman Camp Extension Division Correspondence Division Liberal Arts College: Branches at, Chillocothe, Ohio Portsmouth, Ohio Zanesville, Ohio	F
Total 6		5	5	

TABLE 17 (Continued)

US AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

rams Terminal and Adult Programs**	Off-Campus Programs **	Location Area	Location County	Undergraduate Scholarships***
College of Dentistry: Two-year Courses: Dental Hygiene Dental Technology Twilight School: Evening courses for adults Non-credit courses; Seventy-three as listed in the pamphlet, Crisis Ahead, published by The Ohio State University Association, 1953-54, page 31.				
Two-year Cadet in elementary education. Two-year, AA Degree Three-year Diploma: Kindergarten Primary and Intermediate	Summer European Tour. Freshman Camp Extension Division Correspondence Division Liberal Arts College: Branches at, Chillocothe, Ohio Portsmouth, Ohio Zanesville, Ohio	Rural	Athens	268
5	5	Metropolitan 5 Rural 1		1515

TABLE 18

MUNICIPAL UNIVERSITIES IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION

Municipal Universities	On-Campus Programs		Off-Campus Programs**
	Degrees Granted*	Terminal and Adult Programs**	
7. University of Akron Akron, Ohio	BA, BS,BS in Bus Ed, BCE,BEE,BME, LLB.	Two-year general College. Two-year Certificate in secretarial science. Two year in elementary education. Division of Adult Education. Community College offering non-credit courses in the following areas: Business, cultural, Domestic, Industrial, Recreational, and Refresher.	Extension Division
8. University of Cincinnati Cincinnati, Ohio	AB, MA, Ph.D., MS,BS,MD, BS in Arch, BS in Des, DRIndMed, BBA,BS in Im, AE, ChE, CE, ME, EE, LLB, LLM, BS in Nursing	Evening College Certificate Program in: Commerce Engineering Liberal Arts Applied Arts	Extension Division

TABLE 18

ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

and ograms**	Off-Campus Programs**	Location Area	County	Undergraduate Scholarships***
l College. icate in secretarial ear in elementary lt Education. ge offering non-credit following areas: ral, Domestic, Indus- onal, and Refresher.	Extension Division	Metropolitan	Summit	34
Certificate Program in g ts ts	Extension Division	Metropolitan	Hamilton	213

TABLE 18 (Co

MUNICIPAL UNIVERSITIES IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRA

Municipal Universities	On-Campus Programs	
	Degrees Granted*	Terminal and Adult Programs**
9. University of Toledo Toledo, Ohio	AB, MS, MA, BS, MEd, LLB, BS in Nursing, MdTech, BBA, BBS, BChE, EE, CE, ME, EnPh, MS in Ed, MBA, AA, ABusInd, Science, BS in Pharmacy	
Junior College		Liberal Arts and Business Technical Home Making
Total 3		3

TABLE 18 (Continued)

AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

ns**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
	Affiliated with five hospitals for Medical Technology for Nursing Education	Metropolitan	Lucas	None
usiness Technical				
	3	Metropolitan - 3 Rural - 0		247

terminal and adult programs it is shown that the six state and the three municipal universities offer programs of this type. The off-campus programs were either operated as extension divisions, correspondence courses, or branches established in other communities. The six state universities offered 1,515 undergraduate scholarships, and the three municipal universities offered 247, making the total numbered offered by the nine universities 1,762.

Four-Year Private Institutions. In Table 19 is shown information relative to the four-year institutions. There are forty-four such institutions with offerings in the following areas: Arts and sciences, business, education, engineering, government, law, liberal arts, library science, medicine, music, nursing, and theology. Twenty-four of these institutions offer some form of terminal and adult education courses. Twenty-eight have some form of off-campus programs. These forty-four higher institutions of learning offer 4,196 undergraduate scholarships.

Junior Colleges and Technical Institutes. In Table 20 are shown data relative to the junior colleges and technical institutes in Ohio. As listed there are three technical institutes and there are a total of five junior colleges. Two of the five junior colleges have both divisions, that is, the junior college and the technical institute.

TABLE 19

FOUR-YEAR PRIVATE HIGHER INSTITUTIONS OF LEARNING IN OHIO, ON-CAMPUS AND OF

Four-Year Private Institutions	On-Campus Programs	
	Degrees Granted*	Terminal and Adult Programs**
10. Antioch College Yellow Springs Ohio	AB, BS	
11. Ashland College Ashland, Ohio	BA, BS in Ed, BS in BuEd, MRE, BDThM	Three-year Elementary Education Two-year courses in: Christian Relgious Education Radio Broadcasting, Business, Secretarial Science, Music, Art, an Home Management
12. Baldwin-Wallace Berea, Ohio	AB, BBA, AS, BSin Ed, BM, BMus	Two-year Secretarial Certificates
13. Bluffton College Bluffton, Ohio	AB, BS, BSM	One-year Secretarial Course
14. Capital University Columbus, Ohio	AB, BS, BM, BSM, BSEd, AAin General Education, Certificates, BS in Nursing	Evening School

TABLE 19

), ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

s**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
	One to five weeks Sociology Field Trip Work-study Plan	Metropolitan	Greene	40
ry Education : s Education ng, Business, nce, Music, Art, and	Extension Division	Rural	Ashland	51
l Certificates	Affilated with: Cleveland Art Institute St. Lukes and Bethesda Hospitals	Metropolitan	Cuyahoga	310
al Course	Work-study program	Metropolitan	Allen	16
		Metropolitan	Franklin	198

TABLE 19 (Continued)

FOUR-YEAR PRIVATE HIGHER INSTITUTIONS OF LEARNING IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAM

Four-Year Private Institutions	On-Campus Programs		Off-Campus Programs**
	Degrees Granted*	Terminal and Adult Programs**	
15. Case Institute of Technology Cleveland, Ohio	BS in ME, MS, PhD.	Evening Division	
16. Cedarville, College Cedarville, Ohio	AB, BS		
17. Cincinnati Conservatory of Music Cincinnati, Ohio	BMus, MMus, MSc, Certificates	Two-year Program: Dramatics, Voice, Piano, Organ, String, wind and Percission	
18. Cleveland Bible College Cleveland, Ohio	ThB, BRE, SMB, Teacher Certificate	Two-year Junior College Course	
19. College of Mt. St. Joseph on-the-Ohio Mt. St. Joseph, Ohio			
20. College of St. Marys of-the Springs Columbus, Ohio	BA, BS, BSin Ed, HF, Mus		Extension Division

TABLE 19 (Continued)

OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

i ams**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
		Metropolitan	Cuyahoga	None
		Metropolitan	Greene	12
		Metropolitan	Hamilton	20
ce, Piano, Organ, id Percission				
ollege Course		Metropolitan	Cuyahoga	None
		Metropolitan	Hamilton	
	Extension Division	Metropolitan	Franklin	56

TABLE 19 (Contin

FOUR-YEAR PRIVATE HIGHER INSTITUTIONS OF LEARNING IN OHIO, ON-CAMPUS AND OFF-CAMPU

Four-Year Private Institutions	On-Campus Programs		O
	Degrees Granted*	Terminal and Adult Programs**	
21. College of Steubenville Steubenville, Ohio	BA, BS, BS in Engineering, BS in Nursing.	Two-year Terminal: Arts, Business, and Science One-year Program in: Basic Accounting, Basic Business Adult Education offered as evening courses	
22. College of Wooster Wooster, Ohio	BA, BM, BS, BSChM		
23. Defiance College Defiance, Ohio	BA, BS, BS in Bus Adm, BS in Elem. Edu., BSinSecEd.		
24. Denison University Granville, Ohio	BA, BS, BMus, BS in Ed.		
25. Fenn College Cleveland, Ohio	BA, BS, BBA, BChE, BEE, BMetE, BSE, BME, MMetE.	Evening Division, Three-year Certificate in Business ; Technical Institute	W
26. Findley College Findley, Ohio	AB, BS, BD	Two-year Terminal: Commerce, Business Administration, General Culture, Practical Scientific, Visual and Auditory aids.	

TABLE 19 (Continued)

ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

ms**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
nd Science : Basic Business ered as evening		Metropolitan	Jefferson	None
		Rural	Wayne	147
		Rural	Defiance	30
		Metropolitan	Licking	181
hree-year Certificate nical Institute	Work-study Plan	Metropolitan	Cuyahoga	86
		Rural	Hancock	60
s Administration, Practical Scientific, ry aids.				

TABLE 19 (Continued)

FOUR-YEAR PRIVATE HIGHER INSTITUTIONS OF LEARNING IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAM

Four-year Private Institutions	On-Campus Programs		Off-Campu Program
	Degrees Granted*	Terminal and Adult Programs**	
27. Heidelberg College Tiffin, Ohio	AB, BS, BMus		
28. Hiram College Hiram, Ohio	AB		
29. John Carroll University Cleveland, Ohio	BA, BS, MA, MS	Certificate Program: General Business, Secretarial Science	Extensior Divisior
30. Kenyon College Gambier, Ohio	AB, BD		
31. Lake Erie College Painsville, Ohio	AB, BM, Fifth-year Certificate in PEd.	Limited courses for adults in the evenings and on saturdays	Extensior Divisior
32. Marietta College Marietta, Ohio	AB, BS, BSin Petroleum	Adult Education Evening Courses	Work-stu Plan
33. Mary Manse College Toledo, Ohio	BA, BS, MB, Bnur, BEd.	Adult Education non-credit courses	
34. Mt. Union College Alliance, Ohio	BA, BS, BM, BMEd, BSin Ed, Certificate in Secretarial Training	Two-year Secretarial Course College Community Projects (Religious)	Summer worl or Travel for Junior students
35. Muskingum College New Concord, Ohio	BA, BS, BM, BSEd.		

TABLE 19 (Continued)

HIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

al and Programs**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
		Rural	Seneca	147
		Metropolitan	Portage	102
rogram: siness, Secretarial Science	Extension Division	Metropolitan	Cuyahoga	102
		Rural	Knox	140
ses for adults in the nd on saturdays	Extension Division	Metropolitan	Lake	42
ion Evening Courses	Work-study Plan	Rural	Washington	116
ion non-credit courses		Metropolitan	Lucas	8
ar Secretarial Course ege Community Projects (Religious)	Summer work-study or Travel program for Junior students	Metropolitan	Stark	113
		Metropolitan	Muskingum	95

TABLE 19 (Continued)

FOUR-YEAR PRIVATE HIGHER INSTITUTIONS OF LEARNING IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS,

Four-Year Private Institutions	On-Campus Programs		Off-Campus Programs
	Degrees Granted*	Terminal and Adult Programs**	
36. Notre Dame College South Euclid, Ohio	BA, BS, BS Nursing		Extension Division
37. Oberlin College Oberlin, Ohio	BA, MA, BS, BM, BMuED, MM, MMEd		
38. Ohio Northern University, Ada, Ohio	BA, BS, BSEd, BS in EE, BS in CE, BS in Phar, LLB	Two-year Terminal Program Three-year Diploma, Curriculum in Elementary Education	Extension Division
39. Ohio Wesleyan University Delaware, Ohio	BA, MA, BM, MS		
40. Otterbein College Westerville, Ohio	BA, BS, MMus, BMus.	Seven two-year programs Homemaking and Community Life Business and Secretarial Studies Communication Arts, Science, Social Studies, Medical Technology, Preparation for Nursing	Affiliated Grant Hos Carnegie Institute Technolog and Colum Art Schoo
41. Our Lady of Cincinnati College Cincinnati, Ohio	BA, BS, BS in Nursing		
42. Rio Grande College Rio Grande, Ohio	BA, BS in Elem Ed, BS in SecEd.	Two-year program in Business Administration, Stenography-secretarial Two and three-year elementary education	

TABLE 19 (Continued)

US AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
	Extension Division	Metropolitan	Cuyahoga	19
		Metropolitan	Lorain	529
m culum in	Extension Division	Rural	Hardin	38
		Rural	Delaware	541
Life Studies nce, Social ogy, Prepara-	Affiliated with: Grant Hospital, Carnegie Institute of Technology, and Columbus Art School	Metropolitan	Franklin	200
		Metropolitan	Hamilton	11
ness Administra- etarial		Rural	Gallia	
ntary education				

TABLE 19 (Continued)

FOUR-YEAR PRIVATE HIGHER INSTITUTIONS OF LEARNING IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION,

Four-Year Private Institutions	On-Campus Programs		Off-Campus Programs**	
	Degrees Granted*	Terminal and Adult Programs**		
43. St. Johns College Cleveland, Ohio	BSEd, BSN, MA	Adult Education Project (1948) Classes, Forums, Lectures		Metr
44. Teachers College Athenaeum of Ohio Cincinnati, Ohio				Metr
45. University of Dayton Dayton, Ohio	BA, BS, BS in Engineering	Two-year Secretarial Course Two-year Basic Technology Two-year Industrial Technology	Terminal Two-year program at Wright Air Field Base (Residence Credit)	Metr
46. Ursuline College Cleveland, Ohio	BA, BS.			Metr
47. Western College for Women Oxford, Ohio	BA		Radio Station	Metr
48. Western Reserve University Cleveland, Ohio	BA, MA, PhD, BS, BBA, DDS, MBA, Barch, MSinSoc Adm, DSocWk, BS in Nur, MS in Nur, Certificates, MNur, PhD, EJD, MSc, MFA, LB, LM, MD, MSin LibScience	Two-year Programs: One school for general study Two schools for Business Administration Four non-credit courses	Extension Division Local Radio Station (use of) Work-study plan	Metr

TABLE 19 (Continued)

ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

and ograms**	Off-Campus Programs**	Location Area	County	Undergraduate Scholarships***
ı Project (1948) , Lectures		Metropolitan	Cuyahoga	6
		Metropolitan	Hamilton	
arial Course Technology rial Technology	Terminal Two-year program at Wright Air Field Base (Residence Credit)	Metropolitan	Montogmery	80
		Metropolitan	Cuyahoga	54
	Radio Station	Metropolitan	Butler	57
ams: or general study for Business Administra- dit courses	Extension Division Local Radio Station (use of) Work-study plan	Metropolitan	Cuyahoga	124

TABLE 19 (Continued)

FOUR-YEAR PRIVATE HIGHER INSTITUTIONS OF LEARNING IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LO

Four-Year Private Institutions	On-Campus Programs		Off-Campus Programs**
	Degrees Granted*	Terminal and Adult Programs**	
49. Wilberforce University Wilburforce, Ohio	BA, BS, BSinBus Adm, BD, BTh, Certificates	Two-year program for Business Secretarial Science	
50. Wilmington College Wilmington, Ohio	AB, BS, BSin Ed	One and Two-year Secretarial course	Extension Division Work-study Pl
51. Wittenberg College Springfield, Ohio	BA, BMus, BFA, BSinEd, BSinMed Tech, BSinNur, BSin RelEd. BD, STM, Certificate		Extension Division
52. Xavier College Cincinnati, Ohio	AB, BS, BSin		Downtown College: Degree and non-degree courses offered
53. Youngstown College Youngstown, Ohio	BS in Bus, BEng, LLB, BM, BA, BSin Ed.	Two-year Program: Business	Use of thre local radi stations
Total 44		24	20

TABLE 19 (Continued)

MPUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

**	Off-Campus Programs**	Location Area	County	Undergraduate Scholarships***
Business		Metropolitan	Greene	9
retarial course	Extension Division Work-study Plan	Rural	Clinton	63
	Extension Division	Metropolitan	Clark	350
	Downtown College: Degree and non-degree courses offered	Metropolitan	Hamilton	14
usiness	Use of three local radio stations	Metropolitan	Mahoning	29
	20	Metropolitan - 33 Rural - 11		4,196

TABLE 20

JUNIOR COLLEGES AND TECHNICAL INSTITUTES IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCATION, A

Junior Colleges and Technical Institutes	On-Campus Programs		Off-Campus Programs**
	Degrees Granted*	Terminal and Adult Programs**	
54. Franklin University Columbus, Ohio (J.C. and T.I)	Associn Eng. Associn BusAdm Diploma	Junior College: Business Administration Technical Institute	
55. Griffin College Van Wert, Ohio (J.C.)		Two-year Liberal Arts	
56. Office Training School Columbus, Ohio (J.C.)	BS in Commerce	Junior CollegeGrade: Accounting and Auditing Secretarial Business Administration One-year programs Junior Accounting, Comptometry, Bookkeeping, Typing	
57. Ohio Mechanics Institute Cincinnati, Ohio (T.I.)	AS	Industrial Engineering Technology: Mechanics Major, Electrial Major Chemical Technology: Construction Technology Power Laundry	
58. Salmon P. Chase College Cincinnati, Ohio (J.C.)	ASC,BSC,LLB.	Two-year Business Program: Accounting, General Business, Secretarial Science, Marketing, Salesmanship	

TABLE 20

PUS AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

and ograms**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
: nistration titute		Metropolitan	Franklin	
al Arts		Rural	Van Wert	
Grade: nd Auditing		Metropolitan	Franklin	
inistration ms Junior Accounting, , Bookkeeping, Typing				
gineering		Metropolitan	Hamilton	
Major, Electrial Major nology: on Technology iry				
ness Program: , General Business, l Science, Marketing, ip		Metropolitan	Hamilton	

TABLE 20

JUNIOR COLLEGES AND TECHNICAL INSTITUTES IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS

Junior Colleges and Technical Institutes	On-Campus Programs		Off Pr
	Degrees Granted*	Terminal and Adult Programs**	
59. Sinclair College Dayton, Ohio (J.C. and T.C.)	AA, AssocBAd, ABBus.	Terminal Program in Business, Liberal Arts Technical: Tool engineering, Mechanical Technology Production Technology, Air conditioning	Busi Indu co-o
60. Tiffin University Tiffin, Ohio (J. C.)	BSComm, MBusAdm.	One and two-year business program	
61. Urbana Junior College Urbana, Ohio (J.C.)	AA	Adult Education Two-year Program: Business Administration Executive Secretarial (Program under revision)	
(J. C. - 5) (T. C. - 1) (Combined 2) Total 8		8	

TABLE 20

'US AND OFF-CAMPUS PROGRAMS, LOCATION, AND UNDERGRADUATES SCHOLARSHIPS OFFERED

ms**	Off-Campus Programs**	Location Area	Location County	Undergraduate Scholarships***
ı Business, Liberal Mechanical Technology logy, Air conditioning	Business and Industrial co-operation	Metropolitan	Montgomery	
usiness program		Rural	Seneca	
		Rural	Champaign	
tration arial vision)				
	1	Metropolitan Rural	5 3	

The table further indicates, according to the degrees granted, that the junior colleges offer education in the following areas: Business, law, liberal arts, and science. The technical institutes offer education in the field of engineering only. The only off-campus programs were at two of the junior colleges where one was an adult program and one was a program operated in co-operation with business and industry. There were no undergraduate scholarships offered by any of these institutions.

Other Special Schools. As shown in Table 21 there are fourteen schools other than universities, private four-year colleges, and junior colleges and technical institutes. Education offered in these fourteen schools are for the following areas: Theology, four; business, three; mortuary science, two; chiropody, law, music, pharmacy, and religious and social work, one each.

The on-campus programs were practically enclosed by the degrees granted and no off-campus programs were offered.

There were thirty-four undergraduate scholarships offered with others listed as available.

Miscellaneous Schools. Ohio has many educational institutions other than those listed and discussed above. The Patterson Directory[2] lists one hundred and twenty-six such schools as follows: Art schools,

[2] Patterson's American Educational Directory, Volume L, Educational Directories, Inc., 205 West Wacker Drive, Chicago 6, Illinois, 1953, pp. 424-522.

TABLE 21

SPECIAL SCHOOLS OF HIGHER LEARNING IN OHIO, ON-CAMPUS AND OFF-CAMPUS PROGRAMS, LOCA

Special Schools	On-Campus Programs	
	Degrees Granted*	Terminal and Adult Programs**
62. Bliss College	BComm	
63. Bonebrake Theology School	BC	
64. Cincinnati College ofEmbalming		
65. Cincinnati College of Pharmacy	BSinPharm (Affiliated with Univ. Cincinnati)	
66. Cleveland School of Mortuary	Diploma	
67. Cleveland Institute of Music	MusB,MMus	
68. Cleveland-Marshall Law College	LLB	
69. Hammel Business University	Diploma, Certificate	
70. Oberlin School of Commerce	Diploma	
71. Mt. St.Mary's Seminary of the West	Two years of College	
72. Ohio School of Chiropody	DSC	
73. Sacred Heart Seminary	Catholic Priest Ordination	
74. St.Charles Seminary	BA	
75. Schauffler College of Religious and Social Work	BSin RelEdu, BS in Soc Wk	
Total 14		14

TABLE 21
AMPUS PROGRAMS, LOCATION, AND UNDERGRADUATE SCHOLARSHIPS OFFERED

	Off-Campus Programs**	Location Area	County	Undergraduate Scholarships***
		Metropolitan	Franklin	
		Metropolitan	Montgomery	29
		Metropolitan	Hamilton	
nati)		Metropolitan	Hamilton	5
		Metropolitan	Cuyahoga	
		Metropolitan	Cuyahoga	Available
		Metropolitan	Cuyahoga	
		Metropolitan	Summit	
		Metropolitan	Lorain	
		Metropolitan	Hamilton	
		Metropolitan	Cuyahoga	
		Metropolitan	Hamilton	
		Rural	Mercer	
		Metropolitan	Cuyahoga	
		Metropolitan - 13		34
		Rural - 1		

nine; Bible schools, one; private business schools, twenty-nine; country day schools, nine; schools of fashion art, two; schools of home study and correspondence, two; schools of labor, one; military schools, three; schools of nursing, ten; preparatory schools for boys, six; preparatory schools that are co-educational, two; preparatory schools for girls, seventeen; technical and trade schools, thirty-three; schools of dress design, one; and schools of physical therapy, one.

Thus in addition to the seventy-four higher institutions of learning listed in Tables 17, 18, 19, 20 and 21, Ohio has an additional one hundred and twenty-six other schools designed to meet educational needs not adequately covered by the other institutions. Of these one hundred and twenty-six schools, 96.0 percent were determined to be located within the metropolitan and large city areas of the state, and only 4.0 percent in rural and small city areas.

Table 22 is a summary showing the number of different types of educational institutions, the number and percentage that offer terminal and adult programs, the number and percentage of those offering on-campus and off-campus programs, the number and percentage of them located within metropolitan and large city areas and within rural and small city areas. The table also shows the number of undergraduate scholarships offered.

TABLE 22

SUMMARY TABLE OF THE HIGHER INSTITUTIONS OF LEARNING IN OHIO, TERMINAL AND ADULT UNDERGRADUATE SCHOLARSHIPS OFFERE

Institutions	Number	Terminal and Adult Programs		Off-Campus Progr	
		Number	Percent	Number	Percer
State Universities	6	5	83.3	5	83.3
Municipal Universities	3	3	100.0	3	100.0
Four-year Private Institutions	44	24	54.5	20	45.5
Junior College and Technical Institutes	8	8	100.0	1	12.5
Total	61	40	66.6	28	46.0
Other Special Schools	14	14	100.0	0	0
Miscellaneous Schools**	126	0	0	0	0
Grand Total	201				

* Source: Tables 17, 18, 19, 20, 21.

** Source: Patterson's American Educational Directory, op. cit., pp. 424-522.

TABLE 22

IN OHIO, TERMINAL AND ADULT, AND OFF-CAMPUS PROGRAMS, LOCATION, AND RADUATE SCHOLARSHIPS OFFERED*

	Off-Campus Programs		Location				Undergraduate Scholarships
			Metropolitan		Rural		
t	Number	Percent	Number	Percent	Number	Percent	
	5	83.3	5	83.3	1	16.6	1,515
	3	100.0	3	100.0	0	0.0	247
	20	45.5	33	75.0	11	25.0	4,196
	1	12.5	5	62.6	3	37.4	
	28	46.0	46	75.4	15	24.6	5,958
	0	0	13	92.8	1	7.1	34
	0	0	121	96.0	5	4.0	0
			181	90.0	20	10.	5,992

r, op. cit., pp. 424-522.

> In general, the curriculum of the four-year college must be adapted to the needs of two major types of students—the university preparatory group and the terminal. The university preparatory group are preparing for academic, specialization or research work in special subject-matter fields, in higher institutions or for the study of the professions. For admission to this advanced training most universities require the completion of a "pattern" in high school and junior college as well as the attainment of high scholastic standards of a quality character. Many students fail to meet some or all of these qualifications in the secondary school and, therefore, are obliged to spend additional time on the junior college level making up deficiencies.
>
> Terminal students are those for whom the junior college will be the last formal education of a full-time basis. This group comprises approximately two-thirds of the entire enrollment and in turn may be classified into three main divisions: (1) Those pursuing a curriculum of general education with little or no vocational training, (2) those rather superior students who are pursuing vocational training on the semi-professional level, and (3) a considerable number—many of them not having advanced beyond the elementary school—who are taking straight trade education with only so much general education as can be lugged in, in connection with trade instruction. Many of the latter group do not aspire to junior college graduation and desire only certificates of proficiency in the trade courses which often consist of intensive work not more than a few weeks to a year's time.[8]

Adapting the curriculum to the needs of students, whether the student be from urban or rural areas, is a principle accepted by the writer as basic for any educational institution. This means meeting the needs not only of a particular group, but also of all

---

[8] Ibid., p. 231.

the people of a community, insofar as it is possible.

By 1952 twenty-six states had passed general legislation for establishing junior or community colleges. Those which have passed such legislation have made provision in the law for some form of financial support. Martorana, writing in 1952 concerning junior-college legislation for the various states regarding financial support, says:

> Statutory provisions for the issuance of bonds for financing the school plant are found in Arizona, California, Idaho, Kansas, Kentucky, Mississippi, Nebraska, New York, Texas, and Wyoming. Three states (Louisiana, Illinois, and Mississippi) provide for a special tax levy which may be used for financing the school plant, while one state (Mississippi) provides by statute for borrowing money for this purpose.
>
> The statutes of twelve states provide for state aid for the maintenance and operation of public junior colleges. They are Arizona, California, Colorado, Florida, Idaho, Iowa, Michigan, Mississippi, Missouri, New York, Texas and Washington. South Carolina statutes specifically prohibit such aid.....
>
> California, Idaho, Illinois, Kansas, Kentucky, Louisiana, Mississippi, Nebraska, North Dakota, Texas, and Wyoming specifically provide by law for a tax levy for local support of public junior colleges....[9]
>
> At present there are twenty-six states which have general legislation affecting junior or community colleges. The first legislation occurred in 1907, while New York and Oregon have most recently passed statutes on the junior college.[10]

---

[9] Jesse P. Bogue, American Junior Colleges, Types of Junior Colleges, (American Council on Education, Washington, D. C.)1952, p.22.

[10] Ibid., p. 18.

Ohio does not have legislation relative to the establishment of public junior or community colleges although bills to provide such colleges have been introduced in the Ohio Legislature the past three sessions.

Arkansas, New Mexico, New York, North Dakota, Oklahoma, Texas, Utah, and Wyoming have established by law specific state-controlled junior colleges. Georgia, Louisiana, Montana, New York, Oregon, Pennsylvania, Tennessee, Virginia, and Wisconsin have authorized junior colleges to be established as a part of or to become a part of the state university or state system of higher education.[11]

Meanings, Purposes, and Functions of the Community College. The purpose of this section is to clarify the meaning of the term 'community college,' its purposes and functions.

Blauch in writing of the meaning of the term 'community college' says: "The term 'community college' is often applied to the locally maintained junior college."[12]

Wood and Kempfer discuss the term as follows:

> The name applied to several types of educational enterprises evolving under a variety of auspices. Now carrying the name 'community college' are extension centers of universities, junior colleges,

---

[11] Ibid., p. 25, Table 2.

[12] Lloyd E. Blauch, American Universities and Colleges, (American Council on Education, Washington, D. C.,) 1952, p. 10.

As shown in this table there are sixty-one higher institutions of learning and forty of them, or 66.6 percent, offer terminal and/or adult programs; twenty-eight, or 46.0 percent, have some form of off-campus programs. The sixty-one institutions offer 5,958 undergraduate scholarships.

The table further shows that the fourteen other special schools, or 100.0 percent, offer terminal and/or adult programs. They also offer thirty-four undergraduate scholarships.

The line 'grand total' of Table 22 indicates that there are two hundred one educational institutions offering education above the high school level that have been included in this study. These two hundred one institutions offer 5,992 undergraduate scholarships.

THE COMMUNITY COLLEGE

In discussing the community college, one must view the background from which it emerged. One may do this by examining briefly, first, the purposes and functions of the technical institute; second, the junior college, its growth, purposes, and functions; third, the meanings, purposes, and functions of the community college.

The Technical Institute, Its Purposes and Functions. The characteristics of the technical institute have been stated by the Society for the Promotion of Engineering Education as follows:

(1) It is a school of post-secondary character, but distinct in character from the college or university in the American sense of these terms. (European usage of the term "university" is far stricter than our own; that of the term "college" much more elastic.)

(2) Its purpose is to train men and women for callings and functions which occupy an area between the skilled crafts and the highly scientific professions. A fair proportion of those trained advance in time to a professional status.

(3) It caters principally to persons, who, either through previous or collateral experience in industry, have found their bearings and desire intensive preparation for chosen lines of progress.

(4) It offers training for both technical pursuits, concerned with planning and control, and supervisory pursuits, concerned with operation and maintenance. The engineering college more largely emphasizes the former; the technical institute, the latter group.

(5) Being intensive in purpose, its courses are of shorter duration than those of the professional colleges. They are essentially terminal rather than preparatory courses, though in some cases they are organized in successive units or stages.

(6) Being a school without academic standardization, its admission and graduation requirements are less formal than those of the colleges and stress capacity and experience more than credit units.

(7) Its methods of teaching are relatively direct, with a strong emphasis on doing as distinctive from book study; ordinarily a high proportion of the work is done on school premises.

(8) Its teachers, while possessing adequate scholarly preparation, are chosen primarily on the basis of practical experience, personal sagacity, and ability to teach through programs of orderly experience.

(9) Its entire scheme of instruction follows much more closely the actual usage of industry than that of professional engineering schools.[3]

The first technical institute in Ohio was established in 1828. Ohio now has four such institutions and all are located within the metropolitan and large city areas of the state. Thus it is evident that the growth of the technical institute in Ohio has been slow and that enrollments have been relatively small.

The Junior College, Its Growth, Purposes, and Functions. In the United States the growth of junior colleges has been steady both as private and public institutions. In 1952 Bogue reported that there were 264 private and 322 public junior colleges in existence, making a total of 586. Enrolled in these 586 institutions was a total of 576,453 students. He further showed that enrollments since 1931 have increased from 74,088 to 576,453 and that the number of junior colleges has increased during this period from 436 to 586.[4]

Eells summarizes the place of the junior college in American education as follows:

> The junior college then is an educational institution which, through its various curricula and program of extra-curricular activities, is

---

[3] The Society for the Promotion of Engineering Education, A Study of Technical Institutes, February, 1931, pp. 17-18.

[4] Jesse P. Bogue, American Junior Colleges, Types of Junior Colleges, (American Council on Education, Washington, D. C.) 3rd Edition, 1952, p. 10.

> committed to the preservation and improvement of democratic society; to a recognition of the supreme worth of the individual; to the preservation and promotion of the maximum amount of individual freedom and initiative consistent with the welfare of all; to providing for all youth of America a modicum of general education which will enable them to feel at home in the world; to the preparation of university preparatory students for specialization, research, or professional study for a ready and effective entrance into the world of business and industry.[5]

Bogue makes an important distinction between two types of junior colleges. For the purposes of this study, the first of the two types has a significant meaning. He writes:

> There are really two types of junior colleges: (1) the community junior college which seeks to serve any local community need at the collegiate level not being met by other educational institutions of the community, and (2) the special junior college which selects the areas of instruction in which it will operate. This latter type proposes that by selectivity in terms of curricula it will excel in a few areas; and admitedly it will neglect certain other local community needs.
>
> The community college establishes its function in terms of the needs of the geographical area in which it is located. This contrasts it with the national or international college or university. A national college that happens to be located in a rural area may just as appropriately offer curricula in engineering as curricula in agriculture. In contrast, the community junior college located in a rural area would attempt to provide curricula that would be useddirectly in that rural area.

---

[5] W. C. Eells, Why Junior College Terminal Education, American Association of Junior Colleges, Washington, D. C., 1941, pp. 255.

> The functions of the community junior college may be enumerated as follows:
>
> (1) An extension of education to meet added requirements of life work.
>
> (2) Preparation for further college study, the transfer function.
>
> (3) Continuing education, opportunity for part-time education as the need and interest arises.[6]

Sexson and Harbeson are critical of the junior college as it functions apart from the community. They write:

> The junior college cannot justify itself by the limited program with which it orginally started. It must become in a real sense a community institution serving the educational needs of all citizens of the community without regard to age or walks in life. It must extend its day into hours which will make its opportunities available to the employed public.[7]

These two educators have worked together as superintendent and principal of the Pasadena City College, a school organized on the 6-4-4 basis, the last four years of which are known as the college years. Under this organization Pasadena attempts to meet the needs not only of youth, but of adults as well. In regard to the curriculum offered at Pasadena City College they write:

---

[6] Jesse P. Bogue, American Junior Colleges, Types of Junior Colleges, (American Council on Education, Washington, D.C.) 1948, p.3.

[7] John A. Sexson and John W. Harbeson, The New American College, (Harper and Brothers, New York,) 1946, p. 231.

> technical institutes, area vocational and agricultural schools, four-year colleges, lower division of four-year colleges and universities, church-related institutions, proprietary schools, general adult educational programs, Y.M.C.A. and Y.W.C.A. programs, and possible other arrangements.[13]

Russell uses the term 'community college' for the following purpose:

> ... to identify an institution, usually of junior-college level, in which the program is particularly oriented toward services to young people and adults of the immediate locality.[14]

The community college is defined by Wood and Kempfer as follows:

> A community college is a composite of educational opportunities extended by the local public school system. Free to all who, having passed the normal age for completing the twelfth grade, need or want to continue their education.[15]

Sexson and Harbeson have sponsored the 6-4-4 plan of organization, the last four years of which they have chosen to call the New American College. They have this to say regarding the promise

---

[13] William R. Wood and Homer Kempfer, The Community College—A Challenging Concept for You. (School Life, June and November, 1950), p. 1.

[14] American Universities and Colleges, op. cit., p. 15.

[15] Wood and Kempfer, op. cit., p. 1.

of this new type of school:

> It must study the needs and interests of all the people and put on a program adapted to their needs. When this happy day arrives we shall have no problem of public relations. Obstructionists will disappear and the tax payer will become our staunchest friend and our most enthusiastic supporter.
>
> The artificial distinction between regular and adult education will vanish and the New American College will serve the educational needs of the whole population in a continuous and uninterrupted program of life-long learning.[16]

Bogue has listed what he considers to be the basic functions of the community college, and the writer quotes directly from his writings as follows:

> By examination of life situations, of identifiable problems that need solution, on national, state, and local levels, we arrive at conclusions regarding the basic functions of community colleges. They are guidance and counselling for all students regardless of vocational objectives; technical and other vocational training, and that on a continuing basis, for students who will not advance to upper division collegiate studies; the further democratization of higher education by surmounting barriers of geography and family financial difficulties; the popularization of higher education by breaking down family traditions and creating greater personal interest and motivation; adult education and university-parallel studies for those students who should continue formal education.[17]

---

16 Sexson and Harbeson, op. cit., p. 129.

17 Jesse P. Bogue, The Community College, (McGraw-Hill Book Co., Inc. New York) 1950, p. 76.

The writer, after stating briefly varying concepts of the community college, now states his concept. He conceives it to be an educational institution concerned with meeting community needs. Its boundaries are those of the community, its potential student body those persons seventeen years and up, its curriculum designed to provide education at appropriate levels as the need arises. Its basic purpose is to offer educational services to all adult members of the community. As it operates on this purpose, it reveals certain characteristics and brings them into focus, as basic functions.

PART II. PRESENT-DAY OPPORTUNITIES EXISTING IN OHIO FOR RURAL YOUTH AND ADULTS TO GET FURTHER TRAINING BEYOND THE HIGH SCHOOL LEVEL

Rural and Urban Educational Opportunity. This division is concerned with the problem of finding and presenting data to show the extent of opportunity existing in Ohio for rural and urban youth. As was shown in Part I, Ohio has many colleges, universities, and other special schools distributed over the state; still the immediate problem is to determine whether or not rural youth has opportunity equal to the urban youth in regard to school attendance.

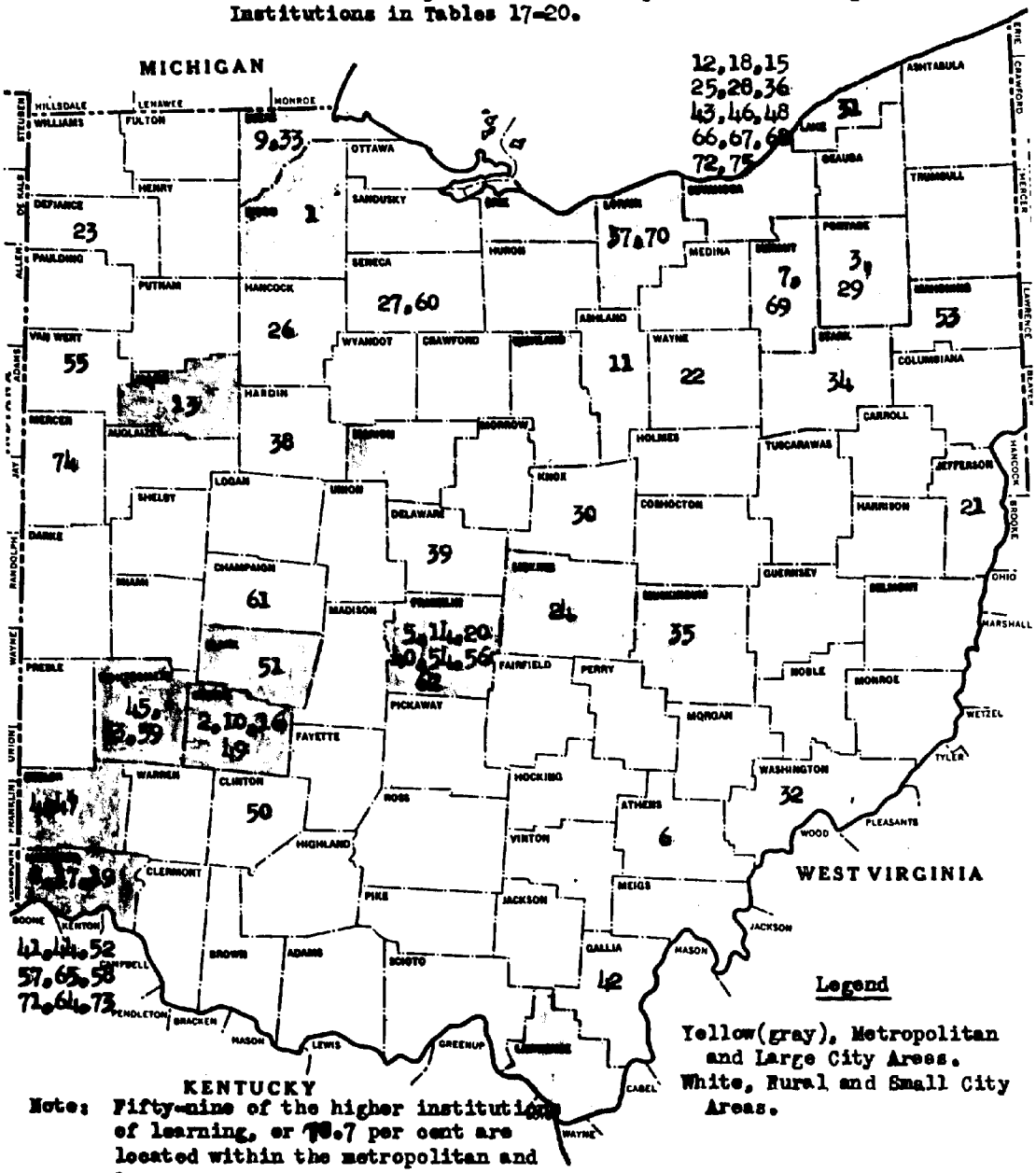
The data presented have been secured largely from two main sources: The Bureau of the Census, 1950, Volume II, Characteristics of the Population, Part 35, Ohio, Chapter B; and William F. Maize's Master's thesis, The Attendance of Ohio Students in Ohio Higher Institutions of Learning, 1952.

For purposes of this study the State was divided into two major divisions as shown in Figure I. The divisions are as follows: Metropolitan and large city areas, and rural and small city areas. This division of the state follows, with but slight deviation, that which was set-up by the Bureau of the Census. Four counties, Erie, Geauga, Portage, and Wood, although shown as rural in the Census, were classified by the writer as part of the metropolitan and large city areas because of their proximity to great centers of population.

In this section extensive use was made of data from Maize's study, especially as the data related to college attendance by county of residence. His material was adapted to show college attendance by counties in the metropolitan and large city areas, as compared with college attendance in the rural and small city areas of the state.

The importance of the proximity of a higher institution of learning as related to college attendance was demonstrated by Maize when he determined that 72.62 percent of students attending

Figure I. Showing the Two Population Areas of the State: Metropolitan and Large City, and Rural and Small City; also the Location of Ohio Higher Institutions of Learning as Indicated by Numerical Correspondence to the Alphabetical Listing of the Institutions in Tables 17-20.



Note: Fifty-nine of the higher institutions of learning, or 78.7 per cent are located within the metropolitan and large city areas, while sixteen, or 21.3 per cent are located within the rural and small city areas.

Ohio colleges in 1949-50 were attending an institution situated within their region of residence. He also determined that a coefficient of correlation of 0.36 existed between the per capita tax valuation and the percentage of the total population enrolled in Ohio colleges. This coefficient of correlation as stated is significant beyond the one-tenth percent level.[18] Maize was thus able to show statistically that the proximity of a college and the economic status of the population were significantly related to college attendance according to region, and to the state as a unit.

Dr. D. H. Eikenberry, in summarizing various Ohio studies on this problem, states: "The chief obstacles to college attendance are distance from higher institutions and economic circumstances."[19]

Figure I shows that twenty-six counties comprise the metropolitan and large city areas of the state, and that sixty-two counties make-up the rural and small city areas. The figure further shows the location of Ohio's seventy-five higher institutions of learning as indicated in the figure by numerical correspondence to the alphabetical listing of the institutions in Tables 17-21.

The line 'Total' in Table 22 shows that of the sixty-one institutions listed, forty-six, or 75.4 percent, are located within

---

[18] William Farnum Maize, The Attendance of Ohio Students in Ohio Higher Institutions of Learning, Unpublished Master's thesis, The Ohio State University, 1952, Table 39, p. 97 and p. 109.

[19] D. H. Eikenberry, The Need for Upward Extension of Secondary Education in Ohio, The Ohio State University, 1954, p. 57.

the metropolitan and large city areas of the state, while fifteen, or 24.6 percent, are located within the rural and small city areas. The table further indicates that of the fourteen 'other special schools,' thirteen, or 92.8 percent, are located within the metropolitan and large city areas. Of the one hundred twenty-six listed as miscellaneous, one hundred twenty-one, or 96.0 percent, are located within the metropolitan and large city areas. The line 'Grand Total' in Table 22 indicates that of the two hundred one institutions included in this study, one hundred eighty-four, or 90.0 percent, are located within the metropolitan and large city areas, while only twenty, or 10.0 percent, are located within the rural and small city areas of our state.

It is thus evident that people residing in rural and small city areas of the state do not have an opportunity for college attendance equal to the opportunity which urban residents have if based upon the factor of proximity of the school.

Table 23 lists the twenty-six counties which comprise the metropolitan and large city areas of the state. In this group, Franklin County, with 2.73 percent of its total population in college, heads the list, with Lawrence County at the bottom with 0.35 percent of its total population in college, a ratio of 7.8 to 1. The table further shows that there are fifty-nine higher institutions of learning within the area and that 1.74 percent of the total population is enrolled in Ohio colleges.

TABLE 23

ENROLLMENT IN OHIO COLLEGES, 1949-1950, FROM METROPOLITAN AND LARGE CITY AREAS--COUNTIES ARRANGED ON BASIS OF PERCENT ATTENDING*

County	Population 1950	Number Enrolled in Ohio Colleges	Percent	Number of Colleges in County
Franklin	503,410	13,731	2.73	7
Hamilton	723,952	17,181	2.37	12
Cuyahoga	1,389,532	27,778	2.00	14
Mahoning	257,629	4,975	1.93	1
Summit	410,032	7,264	1.77	2
Lucas	395,551	6,422	1.62	2
Portage	63,954	968	1.51	2
Montgomery	398,441	5,436	1.36	3
Trumbull	158,915	2,113	1.33	
Greene	58,892	779	1.32	4
Lake	75,979	983	1.29	1
Wood	59,605	712	1.19	1
Stark	283,194	3,190	1.13	1
Jefferson	96,495	1,080	1.12	1
Lorain	148,162	1,661	1.12	2
Licking	70,645	783	1.11	1
Allen	88,183	969	1.10	1
Erie	52,565	562	1.07	
Geauga	26,646	283	1.06	
Butler	147,203	1,548	1.05	2
Marion	49,959	507	1.01	
Clark	111,661	1,052	0.94	1
Richland	91,305	817	0.89	
Muskingum	74,535	656	0.88	1
Belmont	87,740	767	0.87	
Lawrence	49,115	172	0.35	
Total (26)	5,873,300	102,390	1.74	59

* Source: William Farnum Maize, op. cit., Table 42, pp. 103.

Table 24 reveals that sixty-two counties comprise the rural and small city areas of the state. Delaware County, with 1.76 percent of its total population in college, stands at the top of the list with Adams County at the bottom with 0.40 percent of its total population in college, a ratio of 4.4 to 1. The table shows further that there are sixteen higher institutions of learning situated within the area and that 0.89 percent of the total population is enrolled in Ohio colleges.

In comparing the percentage of the total population in college of the two great areas of the state, Tables 23 and 24 show that 1.74 percent of the total population of the metropolitan and large city areas is in college, while only 0.89 percent of the total population of the rural and small city areas is in college, a ratio of approximately 2 to 1.

In Tables 25 and 26 the data were derived from Tables 23 and 24, being rearranged to show college attendance in counties with higher institutions of learning and in counties without higher institutions of learning, for each great population area. In each area the attendance in counties with higher institutions of learning is compared with attendance in counties without higher institutions of learning, with respect to the percentage of the total population enrolled in Ohio colleges.

TABLE 24

ENROLLMENT IN OHIO COLLEGES, 1949-1950, FROM RURAL AND SMALL CITY AREAS--COUNTIES ARRANGED ON BASIS OF PERCENT ATTENDING*

County	Population 1950	Number Enrolled in Ohio Colleges	Percent	Number of Colleges in County
Delaware	30,278	534	1.76	1
Seneca	52,978	810	1.53	2
Ashland	33,040	423	1.28	1
Washington	44,407	558	1.26	1
Wayne	58,716	729	1.24	1
Hancock	44,280	530	1.20	1
Clinton	25,572	302	1.18	1
Medina	40,417	478	1.18	
Hardin	28,673	327	1.14	1
Athens	45,839	510	1.11	1
Crawford	38,738	427	1.10	
Defiance	25,925	277	1.07	1
Union	20.687	220	1.06	
Tuscarawas	70,320	731	1.04	
Champaign	26,793	274	1.02	1
Wyandotte	19,785	198	1.00	
Huron	39,353	381	0.97	
Columbiana	98,920	959	0.97	
Fairfield	52,130	502	0.96	
Ottawa	29,469	277	0.94	
Auglaize	30,637	280	0.91	
Logan	31,329	285	0.91	
Shelby	28,488	257	0.90	
Ashtabula	78,695	702	0.89	
Guernsey	38,452	337	0.88	
Jackson	27,767	240	0.86	
Henry	22,423	191	0.85	
Knox	35,287	299	0.85	1
Madison	22,300	180	0.81	
Morgan	12,836	104	0.81	

(Continued)

* Source: William Farnam Maize, op. cit., Table 42, p. 103.

TABLE 24 (Continued)

ENROLLMENT IN OHIO COLLEGES, 1949-1950, FROM RURAL AND SMALL CITY AREAS--COUNTIES ARRANGED ON BASIS OF PERCENT ATTENDING

County	Population 1950	Number Enrolled in Ohio Colleges	Percent	Number of Colleges in County
Harrison	19,054	152	0.80	
Perry	28,999	232	0.80	
Scioto	82,910	643	0.78	
Mercer	28,311	220	0.78	1
Sandusky	46,114	360	0.78	
Morrow	17,168	133	0.77	
Fulton	25,580	195	0.77	
Miami	61,309	458	0.75	
Coshocton	31,141	235	0.75	
Monroe	15,362	113	0.74	
Fayette	22,554	168	0.74	
Putnam	25,248	184	0.73	
Pickaway	29,352	211	0.72	
Williams	26,202	188	0.72	
Vinton	10,759	76	0.71	
Van Wert	26,971	188	0.70	1
Carroll	19,039	133	0.70	
Gallia	24,910	171	0.69	1
Highland	28,188	195	0.69	
Preble	27,081	188	0.69	
Warren	38,505	265	0.69	
Hocking	19,520	132	0.68	
Noble	11,750	77	0.66	
Paulding	15,047	100	0.66	
Ross	54,424	351	0.64	
Darke	41,799	245	0.59	
Pike	14,607	76	0.52	
Clermont	42,182	212	0.50	
Holmes	18,760	93	0.50	
Brown	22,221	108	0.49	
Meigs	23,227	113	0.49	
Adams	20,499	83	0.40	
Total (62)	2,073,327	18,620	0.89	16

Table 25 lists the twenty-six counties of the metropolitan and large city areas of the state, and shows that 19 of the 26 counties have higher institutions of learning. These nineteen counties have 1.81 percent of their total population enrolled in Ohio colleges. Seven counties without higher institutions of learning have 1.01 per cent of their total population in Ohio colleges. This difference of 0.80 percent within the area itself indicates clearly that the presence of a college or university in a county is a significant factor in college attendance. Maize drew the same conclusion from his study of the state as a whole.[20]

Table 26 lists the sixty-two counties of the rural and small city areas of the state and shows that fourteen of the 62 counties have higher institutions of learning. These fourteen counties have 1.18 percent of their total population enrolled in Ohio colleges. Forty-eight counties without higher institutions of learning have 0.88 percent of their total population in Ohio colleges. This difference of 0.30 percent within the area, although not as great as that found within the metropolitan and large city areas, is an important factor in college attendance.

In Table 27 is shown the percentage of the total population enrolled in Ohio colleges in the two great population areas of the

---

[20] Maize, op. cit., pp. 120-121 and Tables 39 and 44.

TABLE 25

NUMBER AND PERCENTAGE OF POPULATION IN METROPOLITAN AND LARGE CITY AREAS OF OHIO ENROLLED IN OHIO COLLEGES IN COUNTIES WITH HIGHER INSTITUTION OF LEARNING AND IN COUNTIES WITHOUT HIGHER INSTITUTIONS OF LEARNING*

Counties without Higher Institutions of Learning				Counties with Higher Institutions of Learning			
County	Population 1950	Enrolled in Ohio Colleges	Percent	County	Population 1950	Enrolled in Ohio Colleges	Percent
Trumbull	158,915	2,113	1.33	Franklin	503,410	13,731	2.73
Erie	52,565	562	1.07	Hamilton	723,952	17,182	2.37
Geauga	26,646	283	1.06	Cuyahoga	1,389,532	27,778	2.00
Marion	49,959	507	1.01	Mahoning	257,629	4,975	1.93
Richland	91,305	817	0.89	Summit	410,032	7,264	1.77
Belmont	87,740	767	0.87	Lucas	395,551	6,422	1.62
Lawrence	49,115	172	0.35	Portage	62,954	968	1.51
				Montgomery	398,441	5,436	1.36
				Greene	58,892	779	1.32
				Lake	75,979	983	1.29
				Wood	59,605	712	1.19
				Stark	283,194	3,190	1.13
				Lorain	148,162	1,661	1.12
				Jefferson	96,495	1,080	1.12
				Licking	70,645	783	1.11
				Allen	88,183	969	1.10
				Butler	147,203	1,548	1.05
				Clark	111,661	1,052	0.94
				Muskingum	74,535	656	0.88
Total (7)	516,245	5,221	1.01	Total (19)	5,357,055	97,169	1.81

* Source: Table 23,24.

TABLE 26

NUMBER AND PERCENTAGE OF POPULATION IN RURAL AND SMALL CITY AREAS OF OHIO ENROLLED IN OHIO COLLEGES IN COUNTIES WITH HIGHER INSTITUTIONS OF LEARNING AND IN COUNTIES WITHOUT HIGHER INSTITUTIONS OF LEARNING*

Counties without Higher Institutions of Learning				Counties with Higher Institutions of Learning			
County	Population 1950	Enrolled in Ohio Colleges	Percent	County	Population 1950	Enrolled in Ohio Colleges	Percent
Medina	40,417	478	1.18	Delaware	30,278	534	1.76
Crawford	38,738	427	1.10	Seneca	52,978	810	1.53
Union	20,687	220	1.06	Ashland	33,040	423	1.28
Tuscarawas	70,320	731	1.04	Washington	44,407	558	1.26
Wyandotte	19,785	198	1.00	Wayne	58,716	729	1.24
Huron	39,353	381	0.97				
Columbiana	98,920	959	0.97	Hancock	44,530	530	1.20
Fairfield	52,130	502	0.96	Clinton	25,572	302	1.18
Ottawa	29,469	277	0.94	Hardin	28,673	327	1.14
Auglaize	30,637	280	0.91	Athens	45,839	510	1.11
Logan	31,329	285	0.91	Defiance	25,925	277	1.07
Shelby	28,488	257	0.90				
Ashtabula	78,695	702	0.89	Champaign	26,793	274	1.02
Guernsey	38,452	337	0.88	Knox	35,287	299	0.85
Jackson	27,767	240	0.86	Van Wert	26,971	188	0.70
Henry	24,423	191	0.85	Gallia	24,910	171	0.69
Madison	22,300	180	0.81	Total (14)	503,669	5,932	1.16
Morgan	12,836	104	0.81				
Harrison	19,054	152	0.80				
Perry	28,999	232	0.80				
Scioto	82,910	643	0.78				
Mercer	28,311	220	0.78				
Sandusky	46,114	360	0.78				
Morrow	17,168	133	0.77				
Fulton	25,580	195	0.77				
Miami	61,309	458	0.75				
Coshocton	31,141	235	0.75				
Monroe	15,362	113	0.74				
Fayette	22,554	168	0.74				
Putnam	25,248	184	0.73				
Pickaway	29,352	211	0.72				
Williams	26,202	188	0.72				
Vinton	10,759	76	0.71				
Carroll	19,039	133	0.70				
Highland	28,188	195	0.69				
Preble	27,081	180	0.69				
Warren	38,505	265	0.69				
Hocking	19,520	132	0.68				
Noble	11,750	77	0.66				
Paulding	15,047	100	0.66				
Ross	54,424	351	0.64				
Darke	41,799	245	0.59				
Pike	14,607	76	0.52				
Clermont	42,182	212	0.50				
Holmes	18,760	93	0.50				
Brown	22,221	108	0.49				
Meigs	23,227	113	0.49				
Adams	20,499	83	0.40				
Total (48)	1,569,658	12,688	0.88				

Source: Table 23.

TABLE 27

PERCENTAGE OF POPULATION ENROLLED IN OHIO COLLEGES IN THE METROPOLITAN AND LARGE CITY
INSTITUTIONS OF LEARNING, AND PERCENTAGE OF POPULATION ENROLLED IN OHIO COLLEGES IN RU
AND WITHOUT HIGHER INSTITUTIONS OF LEARNING*

Areas	Counties without Higher Institutions of Learning					
	No.	Population 1950	Enrolled in Ohio Colleges	Percent	No.	Population 1950
Metropolitan and Large City	7	516,245	5,221	1.01	19	5,357,045
Rural and Small City	48	1,569,658	12,688	0.88	14	503,699
Percentage difference for the two areas				0.13		
Total	55	2,085,903	17,919	0.86	33	5,860,744

* Source: Tables 25 and 26.

TABLE 27

S IN THE METROPOLITAN AND LARGE CITY AREAS WITH AND WITHOUT HIGHER
ATION ENROLLED IN OHIO COLLEGES IN RURAL AND SMALL CITY AREAS WITH
IGHER INSTITUTIONS OF LEARNING*

Counties with Higher Institutions of Learning					Difference with and without Higher Institutions of Learning
Percent	No.	Population 1950	Enrolled in Ohio Colleges	Percent	
1.01	19	5,357,045	97,169	1.81	0.80
0.88	14	503,699	5,932	1.18	0.30
0.13				0.63	0.50
0.86	33	5,860,744	103,091	1.76	0.90

state. The nineteen counties located within the metropolitan and large city areas enrolled 1.81 percent of their total population, while the fourteen counties located within the rural and small city areas enrolled 1.18 percent of their total population. This shows a difference in the percentage of the total population enrolled in Ohio colleges for the two areas, both with higher instititons of learning, to be 0.63 percent.

The seven counties located within the metropolitan and large city areas without higher institutions of learning had 1.01 percent of their total population enrolled in Ohio colleges, while the forty-eight counties located within the rural and small city areas and without higher institutions of learning enrolled 0.88 percent of their total population. This shows a difference in the percentage of the total population enrolled in Ohio colleges for the two areas, both without higher institutions of learning, to be 0.13.

Tables 23 and 24 show that the twenty-six counties within the metropolitan and large city areas enrolled 1.74 percent of their total population, while the sixty-two counties within the rural and small city areas enrolled but 0.89 percent. Thus a difference of .85 percent exists between the total population enrolled from the two areas, or a ratio of approximately 2 to 1.

It has been shown that a significant relationship exists between the proximity of a higher institution of learning and and student attendance. This factor of nearness, although important,

is not the only one affecting attendance. Another important factor, the economic factor, becomes an apparent barrier to attendance, as shown by Maize when he compared the per capita tax valuation with the percent of the total population enrolled in Ohio colleges and found to exist a coefficient correlation of 0.36.[21] Table 28 further emphasizes the presence of the economic barrier toward college attendance. As shown in this table there were 1,447,205 families in the metropolitan and large city areas with 1,373,735, or 95.0 percent, having median incomes ranging between $3,938.00 and $3,018.00; 73,470 or 5.0 percent with median incomes ranging between $2,951.00 and $2,482.00. There were no median incomes below $2,482.00. A total of 6,026,840 families, or 70.1 percent, had median incomes above the highest of those found in the families in the rural and small city areas.

Furthermore, as shown in the table, there were 519,600 families in the rural and small city areas with 177,730, or 34.2 percent, having median incomes ranging between $2,968.00 and $2,487.00; 80,030 families, or 15.4 percent, between $2,477.00 and $2,112.00; and 46,125 families, or 8.8 percent, with median incomes ranging between $1,994.00 and $1,473.00.

---

[21] Maize, op. cit., pp. 108-109.

TABLE 28

NUMBER OF FAMILIES AND MEDIAN INCOME IN 1949 OF FAMILIES WITHIN THE METROPOLITAN AND LARG
AND SMALL CITY AREAS OF OHIO: 1950 *

Metropolitan and large city areas			Rural and small city areas		
County	Number of families	Median income	County	Number of families	Median income
Lucas	105,515	$ 3938.00	Ottawa	8,185	$ 3450.00
Cuyahoga	374,090	3901.00	Sandusky	12,090	3255.00
Lake	20,120	3805.00	Medina	10,670	3248.00
Montgomery	105,960	3795.00	Miami	16,200	3244.00
Franklin	128,500	3741.00	Ashtabula	20,245	3240.00
Lorain	38,495	3520.00	Seneca	13,245	3187.00
Summit	109,440	3517.00	Huron	10,125	3137.00
Mahoning	66,995	3505.00	Mercer	6,380	3093.00
Greene	14,765	3504.00	Warren	9,985	3085.00
Butler	37,770	3487.00	Wayne	14,190	3082.00
Richland	24,190	3451.00	Columbiana	25,480	3051.00
	1,026,840	or 70.9%	Hancock	11,540	3049.00
			Crawford	10,370	3024.00
Trumbull	40,960	3408.00	Ashland	8,925	3012.00
Erie	13,270	3368.00		177,730	or 34.2%
Stark	73,345	3354.00			
Geauga	6,670	3353.00	Van Wert	7,310	2968.00
Hamilton	194,215	3348.00	Defiance	6,915	2962.00
Clark	29,590	3342.00	Auglaize	7,910	2956.00
Jefferson	24,725	3333.00	Fulton	6,365	2955.00
Wood	14,110	3245.00	Preble	7,150	2921.00
Allen	23,090	3240.00	Knox	9,260	2906.00
Portage	15,750	3228.00	Tuscarawas	18,265	2904.00
Marion	13,270	3018.00	Fairfield	13,720	2876.00
	346,895	or 24.1%	Shelby	6,845	2868.00
			Delaware	7,340	2859.00
Licking	19,425	2951.00	Henry	5,890	2821.00
Muskingum	19,020	2857.00	Wyandotte	5,145	2766.00
Belmont	22,645	2650.00	Williams	7,270	2756.00
Lawrence	12,380	2482.00	Darke	10,655	2727.00
	73,470	or 5%	Putnam	6,250	2698.00
			Coshocton	8,510	2680.00
			Madison	5,195	2662.00
			Champaign	7,050	2661.00
Total	1,447,205	or 100.0%			

* Source: Bureau of the Census, op. cit., Table 46, p. 180.

TABLE 28

FAMILIES WITHIN THE METROPOLITAN AND LARGE CITY AREAS AND WITHIN THE RURAL D SMALL CITY AREAS OF OHIO: 1950 *

Rural and small city areas			Rural and small city areas		
County	Number of families	Median income	County	Number of families	Median income
Ottawa	8,185	$ 3450.00	Clermont	10,515	$ 2657.00
Sandusky	12,090	3255.00	Ross	13,415	2649.00
Medina	10,670	3248.00	Paulding	3,700	2648.00
Miami	16,200	3244.00	Scioto	20,625	2644.00
Ashtabula	20,245	3240.00	Carroll	4,815	2581.00
Seneca	13,245	3187.00	Harrison	4,975	2566.00
Huron	10,125	3137.00	Pickaway	6,785	2540.00
Mercer	6,380	3093.00	Logan	8,440	2521.00
Warren	9,985	3085.00	Union	5,400	2487.00
Wayne	14,190	3082.00		215,715	or 41.5%
Columbiana	25,480	3051.00	Fayette	5,870	2477.00
Hancock	11,540	3049.00	Clinton	6,945	2418.00
Crawford	10,370	3024.00	Perry	7,045	2365.00
Ashland	8,925	3012.00	Morrow	4,440	2353.00
	177,730	or 34.2%	Hardin	7,490	2344.00
Van Wert	7,310	2968.00	Washington	11,410	2314.00
Defiance	6,915	2962.00	Holmes	4,125	2301.00
Auglaize	7,910	2956.00	Guernsey	9,990	2138.00
Fulton	6,365	2955.00	Jackson	7,045	2113.00
Preble	7,150	2921.00	Athens	10,690	2112.00
Knox	9,260	2906.00		80,030	or 15.4%
Tuscarawas	18,265	2904.00	Meigs	5,985	1994.00
Fairfield	13,720	2876.00	Highland	7,460	1965.00
Shelby	6,845	2868.00	Morgan	3,390	1924.00
Delaware	7,340	2859.00	Noble	2,975	1841.00
Henry	5,890	2821.00	Brown	5,690	1759.00
Wyandotte	5,145	2766.00	Gallia	5,495	1685.00
Williams	7,270	2756.00	Adams	5,330	1550.00
Darke	10,655	2727.00	Vinton	2,430	1518.00
Putnam	6,250	2698.00	Pike	3,475	1480.00
Coshocton	8,510	2680.00	Monroe	3,895	1473.00
Madison	5,195	2662.00		46,125	or 8.8%
Champaign	7,050	2661.00			
				519,600	or 100.0%

Table 46, p. 180.

In the rural and small city areas there were 126,155 families, or 24.1 percent, having median incomes below the lowest found in the families of the metropolitan and large city areas.

SUMMARY

Chapter III was divided into two parts: Part I, listing the means now in existence that are used to extend education beyond the present high school, and Part II, clarifying present-day opportunities as they are in Ohio with special emphasis on educational opportunities in rural areas as compared with those in urban areas.

In Part I the data presented showed the following:

(1) The Advisory Council of the Ohio Farm Bureau has developed into a valuable means of adult education.

(2) Ohio has six state and three municipal universities, forty-four four-year private institutions, eight junior colleges and technical institutes, fourteen institutions listed as special, and one hundred twenty-six miscellaneous educational institutions.

(3) In 1952 there were 322 public junior colleges and 264 private junior colleges in the United States. These 586 schools enrolled 576,453 students. The

enrollment in the junior college has increased since 1931, from 74,088 to 576,453.

(4) The technical institute and the junior college have grown slowly in Ohio; they have had relatively small enrollments.

(5) Twenty-six states in the United States have passed general legislation for establishing public junior or community colleges. Ohio does not have legislation relative to the establishment of such schools, although the 1949, 1951, and 1953 General Assemblies considered such measures.

(6) The community college is defined as follows: The community college is an educational institution concerned with meeting community educational needs. Its boundaries are those of the community, its potential student body those persons seventeen years of age and over, its curriculum designed to provide education at appropriate levels as the need arises. Its basic purpose is to offer educational services to all adult members of the community.

In Part II, the data presented showed the following:

(1) Fifty-nine of Ohio's seventy-five higher institutions of learning, or 78.6 percent, are located within the metropolitan and large city areas, while sixteen, or 21.3 percent, are located within the rural and small city areas. Of the one hundred twenty-six institutions listed as miscellaneous in this study, one hundred twenty-one, or 96.0 percent, are located within the metropolitan and large city areas, while five, or 4.0 percent, are located within the rural and small city areas. Of the 201 institutions listed in this study, one hundred eighty-one, or 90.0 percent, are located within the metropolitan and large city areas, while twenty, or 10 percent, are located within the rural and small city areas.

(2) The two hundred-one institutions of learning listed in this study offered 5,992 undergraduate scholarships.

(3) Nineteen, or 73.0 percent, of the twenty-six counties within the metropolitan and large city areas have higher institutions of learning; seven, or 27.0 percent, do not have. Fourteen, or 22.6 percent.

of the sixty-two counties within the rural and small city areas have higher institutions of learning; forty-eight counties, or 77.4 percent, do not have higher institutions of learning.

(4) Maize determined that 72.62 percent of the Ohio students attending Ohio institutions were attending higher institutions of learning within their region of residence. This would indicate a definite relationship existing between the proximity of a higher institution of learning and attendance thereat.

(5) Maize determined that a coefficient of correlation of 0.36 existed between the per capita tax valuation and the percentage of the total population enrolled in Ohio higher institutions of learning.

(6) Within the metropolitan and large city areas were found 1,026,840 families, or 70.9 percent, that had median incomes above the highest found in families residing in the rural and small city areas. It was determined that 73,470 families, or 5.0 percent, from the metropolitan and large city areas had median incomes ranging between $2,482.00 and $2,951.00, while 215,715 families, or 41.5 percent, from the

rural and small city areas fell within this range. It was further shown that 126,155 families, or 24.2 percent, from rural and small city areas had median incomes below the lowest found in families from the metropolitan and large city areas.

(7) The median income of the family residing in metropolitan and large city areas is considerably above that of the family residing in rural and small city areas. The economic barrier to attendance, when considered with the distance barrier, presents two major reasons why rural youth have lower percentages attending higher institutions of learning than youth from urban areas. Were it possible to lessen the effects of economic circumstance and distance, enrollments at higher institutions of learning should increase far beyond present enrollment figures.

(8) Ohio students enrolled in Ohio higher institutions of learning from the metropolitan and large city areas show an approximate ratio of 2 to 1 over students enrolled from the rural and small city areas.

CHAPTER IV

STATE-WIDE OPINIONS OF MEMBERS OF OHIO FARM BUREAU ADVISORY COUNCILS

Introduction

Today, as in the past, the American farmer has a big stake in this country's future. Among rural people one finds a renewed interest in and a desire for action toward solutions of the problems of rural education. In a general way the Ohio farmer is distrustful of any group that seeks to dictate what he is to do about his schools; he is willing, however, to discuss the problems, but emphasizes the fact that he desires a voice in building the kind of educational orgranization fitted to serve his needs.

To determine educational policy is a difficult task; yet it is vitally necessary that the rural group develop a policy as a guide and basis for educational advancement. Many rural folk are convinced that farmers should determine educational policy for their group, independent of other groups; others are of the opinion that policy should be the result of co-operative action by farmers, community leaders of industry, labor leaders, and educational leaders. The latter viewpoint is accepted by the writer as the logical one to be followed in such an endeavor.

An efficient administration of the policy agreed upon would be the keystone of its success and would, at the same time, give rural people the local control they desire.

It is imperative that educational leaders, in considering the development of rural education centers, recognize the basic fact that educational opportunity on the high school and university levels does not meet the needs of all members of a community. A community educational center, established to serve the needs of the community, is dependent for its success upon the people whom it serves. Therefore, educational leaders must go to the people, work with them, and help them in their endeavor to improve their own educational, economic, and cultural levels.

The rapid change in agriculture, with fewer people on farms than ever before, the improvement in production, and technological advance, have intensified the need for a study to be made to help determine what kind of school would best meet the changing needs of the times.

In this study, therefore, the writer attempted to go to rural people by polling members of Ohio Farm Bureau Advisory Councils throughout Ohio for their answers to the following questions:

(1) Do our rural communities need to offer further educational opportunities to youth and adults?

(2) Should Ohio pass permissive legislation allowing the people of an area to vote on the question of offering further educational opportunity to youth and adults?

(3) How should community educational centers be financed?

(4) How should community educational centers be organized?

(5) How far would people be willing to drive to attend a community educational center?

(6) Who should serve as instructors for the short-term courses offered at a community educational center?

For ease of tabulation and interpretation of data secured through a single-page questionnaire (poll),[1] Ohio was divided into five regions. This division into regions was similar to that used by McQuown[2] in his study made in 1947 concerning the needs of Ohio's seniors. The five regions are shown in Figure II .

In Tables 29 through 33 each region is identified by listing the counties in the region, the number of active councils in each county, the number of councils participating in this study, and the percentage of each council participating. The membership of the active councils of each county in each region, the number of persons replying, and the percent replying are listed. A "miscellaneous group" not identifible by Region is also included in Table 30.

[1] The Poll entitled, "Council Poll-Learning Goes On—1953," may be found in Appendix

[2] James B. McQuown, A Study of the Terminal Needs of Ohio's 1947 High School Seniors, Unpublished Doctoral Dissertation, The Ohio State University, 1948, p. 14.

Figure II.

Regional Division of the State of Ohio for the Purpose of Reporting the Data

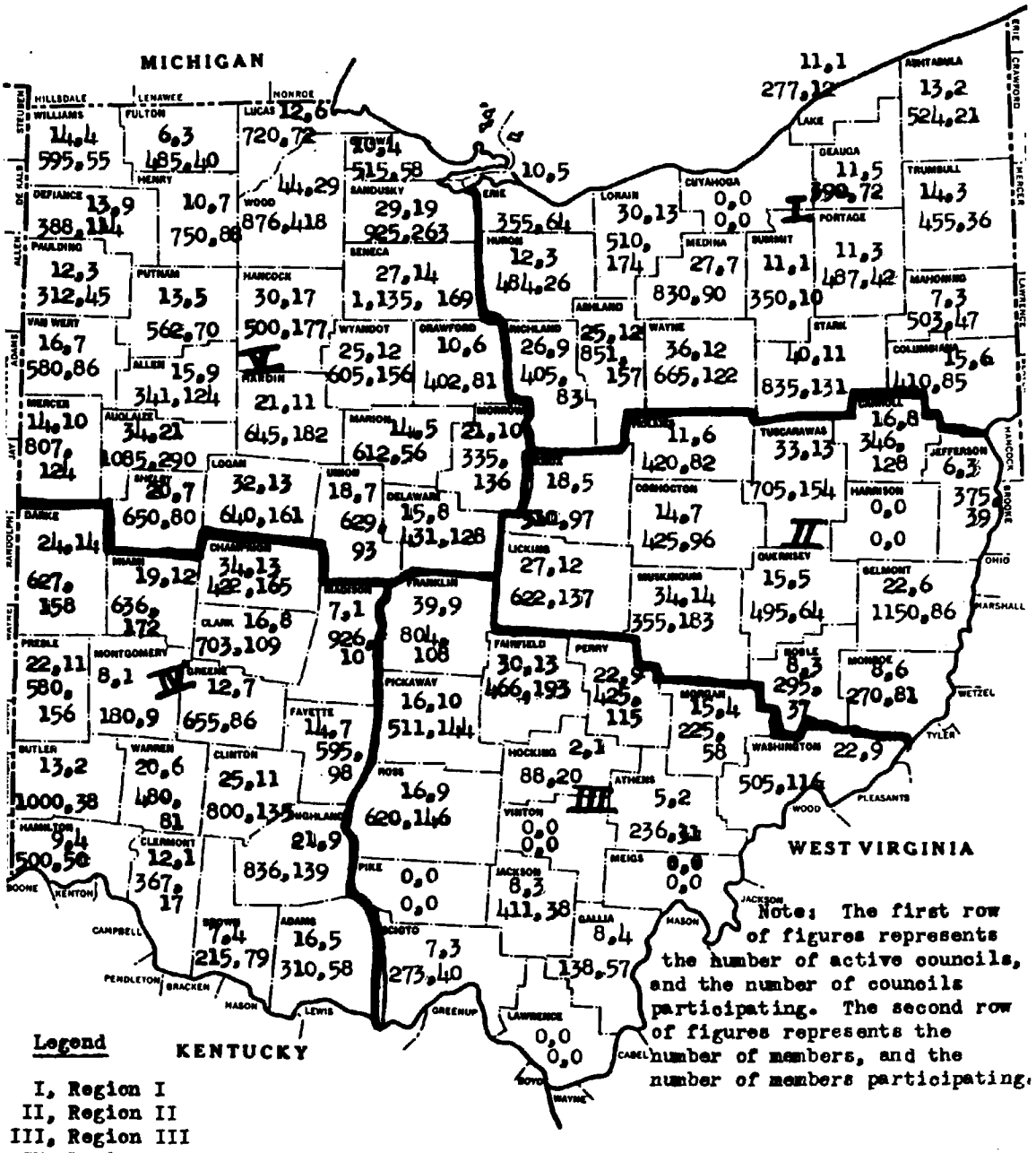


Table 31 is a summary picture of the five regions of the state in which is listed the number and percentage of councils participating, and the number and percentage of members replying. From an examination of this table one finds that there were 1,471 active Farm Bureau Councils in Ohio during the year 1953 and that of this number 641, or 43.5 percent, participated in the study. The table further shows that these 1,471 active councils had a total membership of 45,298 persons of whom 8,477, or 18.7 percent, replied to the poll. Nineteen advisory councils were listed as 'miscellaneous' due to the fact that the council secretaries did not name their counties, and therefore their data could not be identified with the proper region. It should be noted, also, that this poll was conducted during the month of February, 1953, when a serious influenza epidemic was at its height in Ohio. Had the epidemic not been serious, a larger return would have been received; how much larger it is impossible to say.

TABLE 29

NUMBER AND PERCENTAGE OF FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENTAGE OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN THE COUNCIL POLL, REGION I

Region I	Active Councils			Membership in Active Councils		
	Number	Number Participating	Percent Participating	Number of Members	Number Replying	Percent Replying
Ashland	25	12	48.0	851	157	18.4
Ashtabula	13	2	15.3	524	21	4.0
Columbiana	15	6	40.0	410	85	20.7
Cuyahoga	none					
Erie	10	5	50.0	355	64	18.0
Geauga	11	5	45.4	390	72	18.4
Huron	12	3	25.0	484	26	5.3
Lake	11	1	9.0	277	12	4.3
Lorain	30	13	43.3	510	174	31.0
Mahoning	7	3	42.8	503	47	9.3
Medina	27	7	25.9	830	90	10.8
Portage	11	3	27.2	487	42	8.6
Richland	26	9	34.6	805	83	10.3
Stark	40	11	27.5	835	131	15.3
Summit	11	1	9.0	350	10	2.8
Trumbull	14	3	21.4	455	36	7.9
Wayne	36	12	33.3	665	122	18.3
Total	299	96	32.1	8,731	1,172	13.4

TABLE 30

NUMBER AND PERCENTAGE OF FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENTAGE OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN THE COUNCIL POLL, REGION II

Region II	Active Councils			Membership in Active Councils		
	Number	Number Participating	Percent Participating	Number of Members	Number Replying	Percent Replying
Belmont	22	6	27.2	1,150	86	7.4
Carroll	16	8	50.0	346	128	36.9
Coshocton	14	7	50.0	425	96	22.5
Guernsey	15	5	33.3	495	64	12.9
Harrison	9			223		
Holmes	11	6	54.5	420	82	19.5
Jefferson	6	3	50.0	375	39	10.4
Knox	18	5	27.7	310	97	31.2
Licking	27	12	44.4	622	137	22.0
Monroe	8	6	75.0	270	81	30.0
Muskingum	34	14	41.1	355	183	51.5
Noble	8	3	37.5	295	37	12.5
Tuscarawas	33	13	39.3	705	154	21.8
Total	221	88	39.8	5,991	1,184	19.7

TABLE 31

NUMBER AND PERCENTAGE OF FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENTAGE OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN THE COUNCIL POLL, REGION III

Region III	Active Councils			Membership in Active Councils		
	Number	Number Participating	Percent Participating	Number of Members	Number Replying	Percent Replying
Athens	5	2	40.0	236	31	13.1
Fairfield	30	13	43.3	466	193	41.4
Franklin	39	9	23.0	804	108	13.4
Gallia	8	4	50.0	138	57	41.3
Hocking	2	1	50.0	88	20	22.7
Jackson	8	3	37.5	411	38	9.2
Lawrence	4			36		
Meigs	9			225		
Morgan	15	4	26.6	225	58	25.7
Perry	22	9	40.9	425	115	27.0
Pike	2			194		
Pickaway	16	10	62.5	511	144	28.1
Ross	16	9	56.2	620	146	23.5
Sciota	7	3	42.8	273	40	14.6
Vinton						
Washington	22	9	40.9	505	116	22.9
Total	196	76	38.7	5,157	1,066	20.6

TABLE 32

NUMBER AND PERCENTAGE OF FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENTAGE OF INDIVIDUAL COUNCILS PARTICIPATING IN THE COUNCIL POLL, REGION IV

Region IV	Active Councils			Membership in Active Councils		
	Number	Number Participating	Percent Participating	Number of Members	Number Replying	Percent Replying
Adams	16	5	31.2	310	58	18.7
Brown	7	4	57.1	215	61	28.3
Butler	13	2	15.3	1000	38	3.8
Champaign	34	13	38.2	422	165	39.1
Clark	16	8	50.0	703	109	15.5
Clermont	12	1	8.3	367	17	4.6
Clinton	25	11	44.0	800	135	16.8
Darke	24	14	58.3	627	158	25.2
Fayette	14	7	50.0	595	98	16.4
Green	12	7	58.3	655	86	13.1
Hamilton	9	4	44.4	500	50	10.0
Highland	21	9	42.8	836	139	16.6
Madison	7	1	14.2	926	10	1.0
Miami	19	12	63.1	636	172	27.0
Montgomery	8	1	12.5	180	9	5.0
Preble	22	11	50.0	580	156	26.9
Warren	20	6	30.0	480	81	16.8
Total	279	116	41.5	9,834	1,542	15.6

TABLE 33

NUMBER AND PERCENTAGE OF FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENTAGE OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN THE COUNCIL POLL, REGION V

Region V	Active Councils			Membership in Active Councils		
	Number	Number Participating	Percent Participating	Number of Members	Number Replying	Percent Replying
Allen	15	9	60.0	341	124	36.3
Auglaize	34	21	61.7	1,085	290	26.7
Crawford	10	6	60.0	402	81	20.1
Defiance	13	9	69.2	388	114	29.3
Delaware	15	8	53.3	431	128	29.7
Fulton	6	3	50.0	485	40	8.2
Hancock	30	17	56.6	500	177	35.4
Hardin	21	11	52.3	645	182	28.2
Henry	10	7	70.0	750	88	11.7
Logan	32	13	40.6	640	161	25.1
Lucas	12	6	50.0	720	72	10.0
Marion	14	5	35.7	612	56	9.1
Mercer	14	10	71.4	807	124	15.3
Morrow	21	10	47.6	335	136	40.6
Ottawa	12	4	33.3	575	58	10.0
Paulding	12	3	25.0	312	45	14.4
Putnam	13	5	38.4	562	70	12.4
Sandusky	29	19	65.5	925	263	28.4
Seneca	27	14	51.8	1,135	169	14.8

TABLE 33 (Continued)

NUMBER AND PERCENTAGE OF FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENTAGE OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN THE COUNCIL POLL, REGION V

Region V	Active Councils			Membership in Active Councils		
	Number	Number Participating	Percent Participating	Number of Members	Number Replying	Percent Replying
Shelby	20	7	35.0	650	80	12.3
Union	18	7	38.8	629	93	14.7
Van Wert	16	7	43.7	580	86	14.8
Williams	14	4	28.5	595	55	9.2
Wood	44	29	65.9	876	418	47.7
Wyandotte	25	12	48.0	605	156	25.7
Total	457	246	53.8	15,585	3,266	20.9
Miscellaneous State	19	19	100.0	334	247	73.9

TABLE 34

SUMMARY OF NUMBER AND PERCENTAGE OF FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENTAGE OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN THE COUNCIL POLL

Region	Active Councils			Membership in Active Councils		
	Number	Number Participating	Percent Participating	Number of Members	Number Replying	Percent Replying
Region I	299	96	32.1	8,731	1,172	13.4
Region II	221	88	39.8	5,991	1,184	19.7
Region III	196	76	38.7	5,157	1,066	20.6
Region IV	279	116	41.5	9,834	1,542	15.6
Region V	457	246	53.8	15,585	3,266	20.9
Miscellaneous	19	19	100.0	334	247	73.9
Total	1,471	641	43.5	45,298	8,477	18.7

II. LEARNING GOES ON: FIVE BASIC PROBLEMS

Problem One, Further Educational Needs

Replies to the questions concerning further educational needs were divided into two parts: (1) answers to the question: "Do you think that your community needs to offer further educational opportunities to youth and adults?" and (2) answers to the question: "Would you favor permissive legislation, allowing the people of an area to vote as to whether or not they would offer further educational opportunities?"

It should be borne in mind that the council members used the "Advisory Guide" as an aid in answering this poll. The theme for the advisory guide for February, 1953, was, "Learning Goes On."[3] It was pointed out in Chapter III of the present study that the advisory councils have trained themselves in studying problems and in coming to conclusions concerning these problems. This procedure was followed in answering the poll, and the answers were recorded as individual responses. They were based upon group discussion, but were recorded as individual replies rather than as group responses.

---

[3] Advisory Guide, "Learning Goes On," Ohio Farm Bureau, Inc., Columbus, Ohio, February 1953, pp. 4. (Appendix p. 360).

Tables 35 to 39 reveal the replies to the two questions for the five regions and the miscellaneous group. All percentages are based on the number replying to the specific questions.

In Region I 1055 of the 1172 returning the questionnaire responded to the first question and 944 to the second question. As shown in Table 35,735 persons, or 69.7 percent of the 1055, expressed the opinion that their communities should offer further educational opportunities to youth and adults, while 320 persons, or 30.3 percent held an opposing view. Four counties, Ashland, Erie, Mahoning, and Summit expressed themselves in the following percentages, as being opposed to offering further educational opportunities: 55.2, 55.2, 63.4, and 100.0 respectively. In all other counties of this region a majority in each county favored offering further educational opportunities. A negative yet indefinite comment from a council in Ashland County revealed that some persons were of the opinion that they had too many high school courses now that are not taken advantage of by the people.

Table 35 further reveals that out of 944 respondents to the question of permissive legislation, 697, or 73.8 percent, replied, "Yes"; while 247, or 26.1 percent, replied, "No."

The three counties to register greatest opposition to permissive legislation were Erie, Mahoning, and Summit with the following percentages: 54.8, 62.2, and 100.0 respectively. Comments from some Summit County members explained, to a degree,

TABLE 35

RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION I OF OHIO TO TWO QUESTIONS CONCERNING FURTHER EDUCATIONAL NEEDS

Region I	Respondents	Do you think that your community needs to offer further educational opportunities to youth and adults?				Respondents	Would you favor permissive legislation, allowing the people of a given area to vote on this question?			
		YES		NO			YES		NO	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
Ashland	143	64	44.7	79	55.2	128	84	65.6	44	34.3
Ashtabula	6	4	66.6	2	33.3	21	15	71.7	6	28.5
Columbiana	67	35	52.2	32	47.7	38	27	71.0	11	28.9
Erie	58	26	44.8	32	55.1	42	19	45.2	23	54.7
Geauga	66	63	95.4	3	4.5	64	52	81.2	12	18.7
Huron	24	15	62.5	9	37.5	26	24	92.3	2	7.6
Lake						12	12	100.0		
Lorain	172	150	87.2	22	12.7	160	157	98.1	3	1.8
Mahoning	41	15	36.5	26	63.4	37	14	37.8	23	62.1
Medina	90	63	70.0	27	30.0	68	41	60.2	27	39.7
Portage	42	42	100.0			29	29	100.0		
Richland	81	61	75.3	20	24.6	75	69	92.0	6	8.0
Stark	120	89	74.1	31	25.8	110	82	74.5	28	25.4
Summit	10			10	100.0	10			10	100.0
Trumbull	21	20	95.2	1	4.7	32	20	62.5	12	37.5
Wayne	114	88	77.1	26	22.8	92	52	56.5	40	43.4
Total	1,055	735	69.6	320	30.3	944	697	73.8	247	26.1

this opposition when they wrote that they believed in adult education but that they live only seven miles from Akron University and one-half hour's drive from Kent State University.

In Region II as shown in Table 36, advisory council members from the twelve counties responded as follows: 879, or 82.8 percent, replied, "Yes"; while 183, or 17.2 percent, replied, "No" to offering further educational opportunities. On the question concerning permissive legislation 844 persons, or 87.7 percent, replied,"Yes"; while 118, or 12.3 percent, answered, "No."

In Region III as shown in Table 37, the membership of the advisory councils in twelve out of sixteen counties in the southeastern part of the state had 769 members, or 77.9 percent, who favored offering further educational opportunities while 737, or 81.3 percent, favored permissive legislation. Advisory council members of this region favored both questions by a majority slightly less than the members of Region II, but greater than Region I.

In Region IV as shown in Table 38, the membership of the advisory councils of seventeen counties in the southwestern part of the state had 1,103 persons, or 81.9 percent, who favored offering further educational opportunities, while 243, or 18.1 percent, did not. Permissive legislation was favored by 1,192

TABLE 36

RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION II OF OHIO TO TWO QUESTIONS CONCERNING FURTHER EDUCATIONAL NEEDS

Region II	Respondents	Do you think that your community needs to offer further educational opportunities to youth and adults?				Respondents	Would you favor permissive legislation allowing the people of a given area to vote on this question?			
		YES		NO			YES		NO	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
Belmont	72	65	90.2	7	9.7	71	63	88.7	8	11.2
Carroll	125	89	71.2	36	28.8	66	44	66.6	22	33.3
Coshocton	90	86	95.5	4	4.4	96	90	93.7	6	6.2
Guernsey	64	64	100.0			43	43	100.0		
Harrison										
Holmes	77	77	100.0			82	74	90.2	8	9.7
Jefferson	24	24	100.0			39	38	97.4	1	2.5
Knox	86	61	70.9	25	29.0	86	60	69.7	26	30.2
Licking	112	100	89.2	12	10.7	117	109	93.1	8	6.8
Monroe	75	60	80.0	15	20.0	61	59	96.7	2	3.2
Muskingum	165	120	72.7	45	27.2	131	109	83.2	22	6.7
Noble	35	25	71.4	10	28.5	35	32	91.4	3	8.5
Tuscarawas	137	108	78.8	29	21.1	135	123	91.1	12	8.8
Total	1,062	879	82.7	183	17.2	962	844	87.7	118	12.2

TABLE 37

RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION III OF OHIO TO TWO QUESTIONS CONCERNING FURTHER EDUCATIONAL NEEDS

Region III	Respondents	Do you think that your community needs to offer further educational opportunities to youth and adults?				Respondents	Would you favor permissive legislation, allowing the people of a given area to vote on this question?			
		YES		NO			YES		NO	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
Athens	31	18	58.0	13	41.9	31	30	96.7	1	3.2
Fairfield	164	132	80.4	32	19.5	160	125	78.1	35	21.8
Franklin	102	63	61.7	39	38.2	97	57	58.7	40	41.2
Gallia	57	41	71.9	16	28.0	57	41	71.9	16	28.0
Hocking	20			20	100.0	20			20	100.0
Jackson	38	38	100.0			38	38	100.0		
Lawrence										
Meigs										
Morgan	54	46	85.1	8	14.8	58	57	98.2	1	1.7
Perry	100	68	68.0	32	32.1	75	67	89.3	8	10.6
Pike										
Pickaway	135	115	85.1	20	14.8	126	112	88.8	14	11.1
Ross	131	96	73.2	35	26.7	110	91	82.7	19	17.2
Scioto	40	40	100.0			30	30	100.0		
Vinton										
Washington	115	112	97.3	3	2.6	104	89	85.5	15	14.4
Total	987	769	77.9	218	22.0	906	737	81.3	169	18.6

TABLE 38

RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION IV OF OHIO TO TWO QUESTIONS CONCERNING FURTHER EDUCATIONAL NEEDS

Region IV	Respondents	Do you think that your community needs to offer further educational opportunities to youth and adults?				Respondents	Would you favor permissive legislation, allowing the people of a given area to vote on this question?			
		YES		NO			YES		NO	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
Adams	58	58	100.0			58	58	100.0		
Brown	61	60	98.3	1	1.6	61	61	100.0		
Butler	38	38	100.0			38	36	94.7	2	5.2
Champaign	155	146	94.1	9	5.8	125	119	95.2	6	4.8
Clark	97	73	75.2	24	24.7	109	96	88.0	13	11.9
Clermont	17	17	100.0			17	17	100.0		
Clinton	134	118	88.0	16	11.9	134	119	88.8	15	11.1
Darke	147	84	57.1	63	42.8	104	85	81.7	19	18.2
Fayette	85	78	91.7	7	8.2	84	80	95.2	4	4.7
Green	71	52	73.2	19	26.7	71	70	98.5	1	1.4
Hamilton	18	12	66.6	6	33.3	38	32	84.2	6	15.7
Highland	137	127	92.7	10	7.3	136	112	82.3	24	17.6
Madison	10	10	100.0			10	10	100.0		
Miami	117	97	82.9	20	17.0	145	124	85.5	21	14.4
Montgomery	9	4	44.4	5	55.5	9	9	100.0		
Preble	133	79	59.4	54	40.6	140	104	74.2	36	25.7
Warren	59	50	84.7	9	15.2	61	60	98.3	1	1.6
Total	1,346	1,103	81.9	243	18.0	1340	1192	89.0	148	11.0

members, or 89 percent, while 148, or 11 percent, did not. Montgomery County had but nine members replying and five, or 55.6 percent, were opposed to offering further educational opportunities, but all nine were in favor of permissive legislation.

In Region V as shown in Table 39, a majority of the membership of all twenty-five counties favored both questions by a percentage of 66.5 and 77.1 respectively. The percentages of members opposing both questions were 33.4 and 22.9, respectively. This region gave the highest "No" response to the question of offering further educational opportunities of any of the five regions, and ranked fourth in the number of "No" responses to the question of permissive legislation. The following comments from various council members within the region explain, to a degree, the opposition recorded: Seventeen members from Auglaize County who did not answer either question, commented that they favored short-term and extension courses only. Eleven members from Crawford County said that they were opposed to offering further educational opportunities, but did not oppose permissive legislation. Thirty-two members from Hancock County reported that they had adequate facilities now. Forty-three members from the same county opposed both questions. Twenty members from Morrow County replied that they did not consider further educational

TABLE 39

RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION V OF OHIO TO TWO QUESTIONS CONCERNING FURTHER EDUCATIONAL NEEDS

RegionV	Respondents	Do you think that your community needs to offer further educational opportunities to youth and adults?				Respondents	Would you favor permissive legislation, allowing the people of a given area to vote on this question?			
		Yes		No			Yes		No	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
Allen	108	71	65.7	37	34.2	124	94	75.8	30	24.1
Auglaize	225	160	71.1	65	28.8	198	142	71.7	56	28.2
Crawford	71	27	38.0	44	61.9	52	26	50.0	26	50.0
Defiance	104	71	68.2	33	31.7	109	91	83.4	18	16.5
Delaware	116	80	68.9	36	31.0	122	83	68.0	39	31.9
Fulton	28			28	100.0	25	18	72.0	7	28.0
Hancock	145	111	76.5	34	23.4	140	103	73.5	37	26.4
Hardin	138	55	39.8	83	60.1	139	68	48.9	71	51.0
Henry	77	62	80.5	15	19.4	67	53	79.1	14	20.9
Logan	158	144	91.1	14	8.8	110	104	94.5	6	5.4
Lucas	72	41	56.9	31	43.0	72	56	77.7	16	22.2
Marion	56	48	85.7	8	14.2	45	44	97.7	1	2.2
Mercer	112	81	72.3	31	27.6	91	56	61.5	35	38.4
Morrow	107	91	85.0	16	14.9	94	84	89.3	10	10.6
Ottawa	55	52	94.5	3	5.4	58	46	79.3	12	20.6
Paulding	44	34	77.2	10	22.7	30	30	100.0		
Putnam	65	43	66.1	22	33.8	60	36	60.0	24	40.0
Sandusky	206	122	59.2	84	40.7	181	128	70.7	53	29.2
Seneca	151	60	39.7	91	60.2	140	140	100.0		

TABLE 39 (Continued)

RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION V OF OHIO TO TWO QUESTIONS CONCERNING FURTHER EDUCATIONAL NEEDS

Region V	Respondents	Do you think that your community needs to offer further educational opportunities to youth and adults?				Respondents	Would you favor permissive legislation, allowing the people of a given area to vote on this question?			
		YES		NO			YES		NO	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
Shelby	70	43	61.4	27	38.5	73	71	97.2	2	2.7
Union	89	71	79.7	18	20.2	87	81	93.1	6	6.9
Van Wert	80	46	57.5	34	42.5	73	64	87.6	9	12.3
Williams	55	44	80.0	11	20.0	55	40	72.7	15	27.2
Wood	374	248	66.3	126	33.6	326	257	78.8	69	21.1
Wyandotte	134	84	62.6	50	37.3	103	69	66.9	34	33.0
Total	2,840	1,889	66.5	957	33.4	2,574	1,984	77.0	590	22.9
Miscellaneous State	216	178	82.4	38	17.5	205	147	71.7	58	28.2

opportunity necessary in their community. From Paulding County ten members wrote that we should use what we have. From Sandusky County seventeen members commented that taxes were too high now, while sixteen members said that they lived near Bowling Green State University and Toledo University, and that they have ample opportunities now. Seven council members from Shelby County said that they should improve what they have. From Wood County twenty members replied that they have their own schools to add to and build up, and they feel that extension and F. F. A. activities are enough for their communities.

For the state as a whole as shown in Table 40, 5,553 persons, or 73.9 percent, favored offering further educational opportunities, while 1,953 persons, or 26 percent, were opposed. As shown in Table 40 regarding permissive legislation, 5,601 persons or 80.8 percent favored; while 1,330, or 19.2 percent, were opposed.

The five Regions are ranked below according to the percentages favoring the two questions. The above percentages would indicate

Further Opportunities		Permissive Legislation	
Region II	82.7 percent	Region IV	88.9 percent
Region IV	81.9 percent	Region II	87.7 percent
Region III	77.9 percent	Region III	81.3 percent
Region I	69.6 percent	Region V	77.0 percent
Region V	66.5 percent	Region I	73.8 percent

TABLE 40

SUMMARY TABLE GIVING RESPONSES OF INDIVIDUAL COUNCIL MEMBERS FROM THE FIVE REGIONS, CONCERNING FURTHER EDUCATIONAL NEEDS

Regions	Respondents	Do you think that your community needs to offer further educational opportunities to youth and adults?				Respondents	Would you favor permissive legislation, allowing the people of a given area to vote on this question?			
		YES		NO			YES		NO	
		Number	Percent	Number	Percent		Number	Percent	Number	Percent
Region I	1,055	735	69.6	320	30.3	944	697	73.8	247	26.1
Region II	1,062	879	82.7	183	17.2	962	844	87.7	118	12.2
Region III	987	769	77.9	218	22.0	906	737	81.3	169	18.6
Region IV	1,346	1,103	81.9	243	18.0	1,340	1,192	88.9	148	11.0
Region V	2,840	1,889	66.5	951	33.4	2,574	1,984	77.0	590	22.9
Miscellaneous	216	178	82.4	38	17.5	205	147	71.7	58	28.2
Total	7,506	5,553	73.9	1,953	26.0	6,931	5,601	80.8	1,330	19.2

that advisory council members participating in the study were strongly in favor of offering further educational opportunities in their communities and equally in favor of supporting permissive legislation.

Problem Two: Finance

In the preceding discussion on offering further educational opportunities on a community level, the writer recognized, first, the need of determining whether or not the people in rural areas thought that they should offer that service, and second, the need of determining whether or not they would favor legislation that would allow them to establish a community educational center such as the community college. The purpose of this section is to present the reactions of council members to the question: "How should a community educational program, above the high-school level, be financed?" Seven plans were suggested, with space allowed for other suggestions.

Out of the 1,172 members in Region I, Table 34, 991, or 84.5 percent, replied to the question as shown in Table 41. As shown in the table, the plan of "state and local support with minimum tuition" was clearly favored above all other plans. Out of 991 persons responding to this question, 409, or 41.2 percent,

TABLE 41

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION I TO THE QUESTION, "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH-SCHOOL LEVEL BE FINANCED?"

Region I	Respondents	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ashland	129					31	24.0	14	10.8	84	65.1				
Ashtabula	18					12	66.6							6	33.3
Columbiana	43					5	11.6			15	34.8			23	53.4
Erie	53	4	7.5			38	71.7	10	18.8	1	1.8				
Geauga	68					39	57.3			28	41.1			1	1.4
Huron	26					7	26.9			10	38.6	9	34.6		
Lake	0														
Lorain	172					32	18.6			90	52.3			50	29.0
Mahoning	36					5	13.8			31	86.1				
Medina	90					32	35.5	20	22.2	18	20.0	7	7.7	13	14.4
Portage										29	100.0				
Richland	74					23	31.0	51	68.9						
Stark	110					3	2.7	22	20.0	67	60.9	14	12.7	4	3.6
Summit	0														
Trumbull	36			1	2.7	10	27.7	15	41.6	9	25.0			1	2.7
Wayne	107					28	26.1	13	12.1	27	25.2	39	36.4		
Total	991	4	.1	1	.1	265	26.7	145	14.6	409	41.2	69	6.9	98	9.8

favored this plan. The remaining plans listed in order of preference were as follows: second, "student tuition entirely" with 265, or 26.7 percent; third, "state and local support evenly divided" with 145, or 14.6 percent; fourth, "state support with minimum tuition" with ninety-eight, or 9.8 percent; fifth, "local taxes with minimum tuition" with sixty-nine, or 6.9 percent; sixth, "local taxes only" with four, or .4 percent; and seventh, "state support only" with one, or .1 percent.

Out of the 1,184 members in Region II, Table 34, 975, or 82.3 percent, replied to the question as indicated in Table 42. As shown in the table, 499 members out of 975, or 51.1 percent, favored the plan "state and local support with minimum tuition." The remaining plans listed in order of preference were as follows: second, 143, or 14.6 percent, favored the plan, "state and local support evenly divided"; third, 121, or 12.4 percent, favored the plan, "student tuition entirely"; fourth, 108, or 11 percent, favored the plan, "state support with minimum tuition"; fifth, seventy-nine, or 8.1 percent, favored the plan, "state support only"; sixth, seventeen, or 1.7 percent, favored the plan, "local taxes with minimum tuition"; and seventh, eight, or .8 percent, favored the plan "local taxes only."

Out of the 1,066 members in Region III, Table 34, 918, or 86.1 percent, replied to this question as indicated in Table 43. As shown in the table five hundred members out of 918, or 54.4

TABLE 42

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION II TO THE QUESTION, "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH-SCHOOL LEVEL, BE FINANCED?"

Region II	Respondents	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Belmont	71					10	14.0	20	28.1	40	56.3	1	1.4		
Carroll	102			7	6.8	16	15.6			79	77.4				
Coshocton	83							11	13.2	47	56.6			25	30.1
Guernsey	64					3	4.6			38	59.3			23	35.9
Harrison															
Holmes	60					15	25.0	10	16.6	35	58.3				
Jefferson	30							30	100.0						
Knox	70	8	11.4	16	22.8	4	5.7			30	42.8	12	17.1		
Licking	113					46	40.7	18	15.9	37	32.7	1	.8	11	9.7
Monroe	74			31	41.8					30	40.5	3	4.0	10	13.5
Muskingum	159			21	13.2	15	9.4	28	17.6	84	52.8			11	6.9
Noble	30			1	3.3	1	3.3	22	73.3					6	20.0
Tuscarawas	119			3	2.5	11	9.2	4	3.3	79	66.3			22	18.4
Total	975	8	.8	79	8.1	121	12.4	143	14.6	499	51.1	17	1.7	108	11.0

TABLE 43

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION III TO THE QUESTION, "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH-SCHOOL LEVEL BE FINANCED?"

Region III	Respondents	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Athens	27					1	3.7			26	96.3				
Fairfield	150	1	.6			3	2.0	2	1.3	136	90.6	5	3.3	3	2.0
Franklin	92					37	40.2	3	3.2	41	44.5	2	2.1	9	9.7
Gallia	41							14	34.1	27	65.8				
Hocking	20					20	100.0								
Jackson	38			16	42.1					12	31.5			10	26.3
Lawrence															
Meigs															
Morgan	56					11	19.6			18	32.1	15	26.7	12	21.4
Perry	95	21	22.1			15	15.7	14	14.7	35	36.8			10	10.5
Pike															
Pickaway	136			11	8.0	28	20.5	27	19.8	48	35.2			22	16.1
Ross	107			2	1.8	10	9.3	9	7.4	66	61.6	2	1.8	18	16.8
Scioto	40					11	27.5			29	72.5				
Union															
Washington	116			24	20.6	13	11.2	14	12.0	62	53.4			3	2.5
Total	918	22	2.3	53	5.7	149	16.2	83	9.0	500	54.4	24	2.6	87	9.4

percent, favored the plan, "state and local support with minimum tuition." This was the highest percentage rating given this particular plan in any of the five regions. The remaining plans listed in order of preference were as follows: second, 149, or 16.2 percent, favored the plan, "student tuition entirely"; third, eighty-seven, or 9.4 percent, favored the plan,"state support with minimum tuition; fourth, eighty-three, or 9 percent, favored the plan, "state and local support evenly divided"; fifth, fifty-three, or 5.7 percent, favored the plan, "state support only"; sixth, twenty-four, or 2.6 percent, favored the plan, "local taxes with minimum tuition"; and seventh, twenty-two, or 2.3 percent, favored the plan, "local taxes only."

Three counties gave overwhelming support to the plan, "state and local support with minimum tuition" as follows: Athens, 96.3 percent; Scioto, 72.5 percent; and Fairfield, 90.6 percent.

Out of the 1,542 members in Region IV, Table 34, 1,403, or 90.9 percent, replied to this question, as indicated in Table 44. As shown in the table, 675 members out of 1,403, or 48.1 percent, favored the plan, "state and local support with minimum tuition." The remaining plans listed in order of preference were as follows: second, 404, or 28.8 percent, favored the plan, "student tuition entirely"; third, 118, or 8.4 percent, favored the plan, "state and local support evenly divided"; fourth, eighty-two, or 5.8 percent, favored the plan, "state support with

TABLE 44

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION IV TO THE QUESTION, "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH-SCHOOL LEVEL BE FINANCED?"

Region IV	Respondents	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adams	58			10	17.2			48	82.7						
Brown	61					12	19.6			49	80.3				
Butler	38					35	92.1							3	7.8
Champaign	164	1	.6			36	21.9			119	72.5	7	4.2	1	.6
Clark	102					13	12.7	9	8.8	64	62.7			16	15.6
Clermont	17									17	100.0				
Clinton	126			10	7.9	44	34.9	7	5.5	59	46.8	5	3.9	1	.7
Darke	128			8	6.2	18	14.0	3	2.3	81	63.2			18	14.0
Fayette	98	13	13.2			28	28.5			29	29.5	20	20.4	8	8.1
Green	71					1	1.4			40	56.3	15	21.1	15	21.1
Hamilton	42					18	42.8	12	28.5	12	28.5				
Highland	122			13	10.6	19	15.5	14	11.4	76	62.2				
Madison	10									10	100.0				
Miami	142					101	71.13			20	14.0	20	14.0	1	.7
Montgomery	9													9	100.0
Preble	153			2	1.3	53	34.6	13	8.5	77	50.3			8	5.2
Warren	62					26	41.9	12	19.3	22	35.4			2	3.2
Total	1,403	14	1.0	43	3.0	404	28.8	118	8.4	675	48.1	67	4.7	82	5.8

minimum tuition"; fifth, sixty-seven, or 4.7 percent, favored the plan, "local taxes with minimum tuition"; sixth, forty-three, or 3 percent, favored the plan, "state support only"; and seventh, fourteen, or 1 percent, favored the plan, "local taxes only."

The membership in Butler and Montgomery counties gave the least support to the plan, "state and local support with minimum tuition." Thirty-five members, or 92.1 percent, from Butler County favored the plan, "student tuition entirely," while Montgomery County members, nine in all, voted 100 percent for the plan, "state support with minimum tuition."

Out of the 3,266 members in Region V, Table 34, 2,711, or 83 percent, replied to this question, as indicated in Table 45. As shown in the table, 1,210 members out of 2,711 or 44.6 percent, favored the plan, "state and local support with minimum tuition." The remaining plans listed in order of preference were as follows: second, 787, or 29 percent, favored the plan, "student tuition entirely"; third, 274, or 10.1 percent, favored the plan, "state and local support evenly divided"; fourth, two hundred, or 7.3 percent, favored the plan, "local taxes with minimum tuition"; fifth, 188, or 6.9 percent, favored the plan, "state support with minimum tuition"; sixth, twenty-nine, or 1 percent, favored the plan, "state support only"; and seventh, twenty-three, or .8 percent, favored the plan, "local taxes only."

TABLE 45

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION V TO THE QUESTION, "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH-SCHOOL LEVEL BE FINANCED?"

Region V	Respondents	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Allen	117	3	2.5	2	1.7	14	11.9	25	21.3	33	28.2	23	19.6	17	14.5
Auglaize	196	3	1.5	1	.5	80	40.8			111	56.6			1	.5
Crawford	40					11	27.5	1	2.5	12	30.0	16	40.0		
Defiance	104					35	33.6			57	54.8			12	11.5
Delaware	123					23	18.6	23	18.6	57	46.3			20	16.2
Fulton	12					2	16.6	1	8.3	9	75.0				
Hancock	131	1	.7			53	40.4	5	3.8	41	31.3	31	23.6		
Harden	111			15	13.5	64	57.6	20	18.0	12	10.8				
Henry	85			1	1.1	20	23.5	1	1.1	30	35.3	32	37.6	1	1.1
Logan	148			10	6.7	12	8.1	14	9.4	108	72.9			4	2.7
Lucas	67					21	31.3			18	26.8	17	25.3	11	16.4
Marion	55					9	16.3	28	50.9	7	12.7	11	20.0		
Mercer	92					14	15.2	1	1.0	63	68.4	2	2.1	12	13.0
Morrow	104					26	25.0	13	12.5	61	58.6	4	3.8		
Ottawa	56					25	44.6			31	55.3				
Paulding	33					14	42.4			18	54.5	1	3.0		
Putnam	61					33	54.1	16	26.2	12	19.6				

TABLE 45 (Continued)

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION V TO THE QUESTION, "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH-SCHOOL LEVEL BE FINANCED?"

Region V	Respondents	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Sandusky	220	1	.4			82	37.2	55	25.0	67	30.4	15	6.8		
Seneca	153					19	12.4	15	9.8	79	51.6	12	7.8	28	18.3
Shelby	75					24	32.0	11	14.6	31	41.4	7	9.3	2	2.6
Union	92	8	8.6			26	28.2			41	44.5			17	18.4
Van Wert	78					45	57.6	6	7.6	27	34.6				
Williams	55					19	34.5			36	65.4				
Wood	379					89	23.4	26	6.8	175	46.1	26	6.8	63	16.6
Wyandotte	124	7	4.4			27	17.3	13	8.3	74	47.4	3	1.9		
Total	2,711	23	.8	29	1.0	787	29.0	274	10.1	1,210	44.6	200	7.3	188	6.9
Miscellaneous	195					37	18.9	31	15.9	120	61.5	7	3.5		

Out of 247 persons in the miscellaneous group, Table 34, 195, or 78.8 percent, replied to the question, as indicated in Table 45. As shown in the table, 120 members out of 195, or 61.5 percent, favored the plan, "state and local support with minimum tuition." Only four of the seven plans were considered justifiable as means of financial support. The three remaining plans in order of preference were as follows: second, thirty-seven, or 18.9 percent, favored the plan, "student tuition entirely"; third, thirty-one, or 15.9 percent, favored the plan, "state and local support evenly divided"; and fourth, seven, or 3.5 percent, favored the plan, "local taxes with minimum tuition."

Table 46 presents a summary of the data contained in Tables 41 to 45. An examination of Table 46 shows that the 7,193 respondents favored the suggested plans of financing a community educational program program above the high-school level in the following order:

	Number	Percent
State and local support with minimum tuition	3,413	47.4
Student tuition entirely	1,763	24.5
State and local support evenly divided	794	11.0
State support with minimum tuition	563	7.8
Local taxes with minimum tuition	384	5.3
State support only	205	2.8
Local taxes only	71	1.0

TABLE 46

SUMMARY TABLE GIVING RESPONSES OF INDIVIDUAL COUNCIL MEMBERS FROM THE FIVE REGIONS TO THE QUESTION, "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH-SCHOOL LEVEL, BE FINANCED?"

Regions	Respondents	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Region I	991	4	.4	1	.1	265	26.7	145	14.6	409	41.2	69	6.9	98	9.8
Region II	975	8	.8	79	8.1	121	12.4	143	14.6	499	51.1	17	1.7	108	11.0
Region III	918	22	2.3	53	5.7	149	16.2	83	9.0	500	54.4	24	2.6	87	9.4
Region IV	1,403	14	1.0	43	3.0	404	28.8	118	8.4	675	48.1	67	4.7	82	5.8
Region V	2,711	23	.8	29	1.0	787	29.0	274	10.1	1,210	44.6	200	7.3	186	6.9
Miscellaneous	195					37	18.9	31	15.9	120	61.5	7	2.8		
Total	7,193	71	1.0	205	2.8	1,763	24.5	794	11.0	3,413	47.4	384	5.3	563	7.8

Problem Three: Organization

With respect to the organization of a community college, Farm Bureau Advisory Council members were requested to indicate their preference for three following suggested plans:

(1) Use a conveniently located high school, extend it to include grades 13 and 14.

(2) Erect or secure a separate building to house the community college.

(3) Broaden the program of a near-by college or university to include the community college.

In requesting advisory council members to indicate their preference for one of the three plans, the writer realized that very little information had been given them in the "Advisory Guide" on the question of organization. The idea of education in grades 13 and 14 was discussed briefly.

In Region I as shown in Table 47, 660 members, or 83.7 percent, favored the plan, "use a conveniently located high school; extend it to include grades 13 and 14"; no one favored the second plan; and 128, or 16.2 percent, favored the plan, "broaden the program of a nearby college or university to include the community college.

TABLE 47

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION I, CONCERNING THE RELATIONSHIP OF THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Region I	Respondents	Organization					
		Use a Conveniently Located High School; Extend It to Include Grades 13 and 14		Erect or Secure a Separate Building to House the Community College		Broaden the Program of a Nearby College or University to Include the Community College	
		Number	Percent	Number	Percent	Number	Percent
Ashland	120	72	60.0			48	40.0
Ashtabula	21	21	100.0				
Columbiana	44	44	100.0				
Erie	37	22	59.4			15	40.5
Geauga	40	40	100.0				
Huron							
Lake	12	12	100.0				
Lorain	151	116	76.8			35	23.1
Mahoning	12	12	100.0				
Medina	77	77	100.0				
Portage	29	24	82.7			5	17.2
Richland	65	62	95.3			3	4.6
Stark	84	62	73.8			22	26.1
Summit							
Trumbull	16	16	100.0				
Wayne	80	80	100.0				
Total	788	660	83.7			128	16.2

In Region II as shown in Table 48, 749 members, or 83.1 percent, favored the plan, "use a conveniently located high school; extend it to include grades 13 and 14"; sixty-two, or 6.8 percent, favored the plan, "erect or secure a separate building to house the community college"; and ninety, or 9.9 percent, favored the plan, "broaden the program of a nearby college or university to include the community college."

In Region III as shown in Table 49, 690, or 81.9 percent, favored the plan, "use a conveniently located high school; extend it to include grades 13 and 14"; twenty-one, or 2.4 percent, favored the plan, "erect or secure a separate building to house the community college"; and 131, or 15.5 percent, favored the plan, "broaden the program of a nearby college or university to include the community college."

In Region IV as shown in Table 50, 818, or 67.6 percent, favored the plan, "use a conveniently located high school; extend it to include grades 13 and 14"; five, or .4 percent, favored the plan, "erect or secure a building to house the community college"; and 386, or 31.9 percent, favored the plan, "broaden the program of a nearby college or university to include the community college."

In Region V as shown in Table 51, 1,559 members, or 70,8 percent, favored the plan, "use a conveniently located high school; extend it to include grades 13 and 14"; ninety-eight, or 4.4 percent,

TABLE 48

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION II CONCERNING THE RELATIONSHIP OF THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Region II	Respondents	Organization					
		Use a Conveniently Located High School; Extend it to Include Grades 13 and 14		Erect or Secure Separate Building to House the Community College		Broaden the Program of a Nearby College or University to Include the Community College	
		Number	Percent	Number	Percent	Number	Percent
Belmont	72	37	51.3	9	12.5	26	26.1
Carroll	93	77	82.8			16	17.2
Coshocton	77	68	88.3			9	11.6
Guernsey	64	64	100.0				
Harrison							
Holmes	60	60	100.0				
Jefferson	38	38	100.0				
Knox	53	53	100.0				
Licking	99	61	61.6	18	18.1	20	20.2
Monroe	72	56	77.7	16	22.2		
Muskingum	127	99	77.9	11	8.5	17	13.3
Noble	32	30	93.7			2	6.2
Tuscarawas	114	106	92.9	8	7.0		
Total	901	749	83.1	62	6.8	90	9.9

TABLE 49

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION III CONCERNING THE RELATIONSHIP OF THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Region III	Respondents	Organization					
		Use a Conveniently Located High School; Extend it to Include Grades 13 and 14		Erect or Secure a Separate Building to House the Community College		Broaden the Program of a Nearby College or University to Include the Community College	
		Number	Percent	Number	Percent	Number	Percent
Athens	31	31	100.0				
Fairfield	149	145	97.3			4	2.6
Franklin	57	48	84.2	1	1.7	8	14.0
Gallia	41	25	60.9			16	39.0
Hocking	20					20	100.0
Jackson	38	38	100.0				
Lawrence							
Meigs							
Morgan	58	35	60.3			23	39.6
Perry	57	42	73.6	5	8.7	10	17.5
Pike							
Pickaway	129	114	88.3			15	11.6
Ross	119	107	89.9			12	10.0
Scioto	40	40	100.0				
Vinton							
Washington	103	65	63.1	15	14.5	23	22.3
Total	842	690	81.9	21	2.4	131	15.5

TABLE 50

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION IV, CONCERNING THE RELATIONSHIP OF THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Region IV	Respondents	Organization					
		Use a Conveniently Located High School; Extend It to Include Grades 13 and 14		Erect or Secure a Separate Building to House the Community College		Broaden the Program of a Nearby College or University to Include the Community College	
		Number	Percent	Number	Percent	Number	Percent
Adams	58	33	56.9			25	43.1
Brown	61	49	80.3			12	19.6
Butler	27					27	100.0
Champaign	162	35	21.6			127	70.4
Clark	92	61	66.3			31	33.7
Clermont	17	17	100.0				
Clinton	111	64	57.6			47	42.3
Darke	135	130	96.3	5	3.7		
Fayette	86	72	83.7			14	16.2
Green	56	42	75.0			14	25.0
Hamilton	30	11	36.6			19	63.3
Highland	122	122	100.0				
Madison	10	10	100.0				
Miami	106	104	98.1			2	1.8
Montgomery	9					9	100.0
Preble	68	52	76.4			16	23.5
Warren	59	16	27.1			43	72.8
Total	1,209	818	67.6	5	.4	386	31.9

TABLE 51

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION V, C
SHIP OF THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Region V	Respondents	Organization			
		Use a Conveniently Located High School; Extend It to Include Grades 13 and 14		Erect or Secure a Separate Building to House the Community College	
		Number	Percent	Number	Percent
Allen	117	69	58.9		
Auglaize	188	167	88.8	7	3.7
Crawford	15	15	100.0		
Defiance	83	53	63.8		
Delaware	105	52	49.5		
Fulton					
Hancock	129	94	72.8	1	.7
Hardin	99	44	44.4	19	19.1
Henry	62	55	88.7		
Logan	137	68	49.6	39	28.4
Lucas	59	22	37.2		
Marion	27	27	100.0		
Mercer	96	84	87.5	12	12.5
Marrow	69	69	100.0		
Ottawa	39	22	56.4		
Paulding	25	25	100.0		
Putnam	70	28	40.0	15	21.4
Sandusky	209	184	88.0		
Seneca	93	55	59.1		
Shelby	62	50	80.6	5	8.0
Union	86	84	97.6		
Van Wert	43	27	62.7		
Williams	55	40	72.7		
Wood	242	134	53.3		
Wyandotte	91	91	100.0		
Total	2,201	1,559	70.8	98	4.4
Miscellaneous State	152	104	68.4		

TABLE 51

OF INDIVIDUAL COUNCIL MEMBERS IN REGION V, CONCERNING THE RELATION-
THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Organization				
reniently igh School; to Include and 14	Erect or Secure a Separate Building to House the Community College		Broaden the Program of a Nearby College or University to Include the Community College	
Percent	Number	Percent	Number	Percent
58.9			48	41.0
88.8	7	3.7	14	7.4
100.0				
63.8			30	36.1
49.5			53	50.4
72.8	1	.7	34	26.3
44.4	19	19.1	36	36.3
88.7			7	11.2
49.6	39	28.4	30	21.8
37.2			37	62.7
100.0				
87.5	12	12.5		
100.0				
56.4			17	43.5
100.0				
40.0	15	21.4	27	38.5
88.0			25	11.9
59.1			38	40.8
80.6	5	8.0	7	11.2
97.6			2	2.3
62.7			16	37.2
72.7			15	27.2
53.3			108	44.6
100.0				
70.8	98	4.4	544	24.7
68.4			48	31.5

favored the plan, "erect or secure a separate building to house the community college"; and 544, or 24.7 percent, favored the plan, "broaden the program of a nearby college or university to include the community college."

Although not revealed by the table, eighty-six members said that they were opposed to establishing grades 13 and 14. Various other comments were made as follows: Nine members from Marion County and eleven from Sandusky County replied that they live near a college now; thirty-two from Hancock, nine from Henry, twenty from Morrow, and ten from Paulding replied that they have enough educational opportunities now; one hundred twelve from this Region said that they were opposed to the plan as presented in the questionnaire; twenty-four from Hardin County said that they were not interested; fourteen from Sandusky County suggested the use of television in offering educational courses; and fifty-seven members from the Region replied that they would favor adult courses only.

In the miscellaneous group for the state as shown in Table 51, 104, or 68.4 percent, favored using a conveniently located high school; forty-eight, or 31.5 percent, favored broadening the program of a nearby college or university.

On a state-wide scale Table 52 reveals the opinions a number of rural people had on the three plans of organization.

TABLE 52

SUMMARY TABLE GIVING RESPONSES OF INDIVIDUAL COUNCIL MEMBERS FROM THE FIVE REGIONS AS CONCERNS THE RELATIONSHIP OF THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Regions	Respondents	Organization					
		Use a Conveniently Located High School; Extend It to Include Grade 13 and 14		Erect or Secure a Separate Building to House the Community College		Broaden the Program of a Nearby College or University to Include the Community College	
		Number	Percent	Number	Percent	Number	Percent
Region I	788	660	83.7			128	16.2
Region II	901	749	83.1	62	6.8	90	9.9
Region III	842	690	81.9	21	2.4	131	15.5
Region IV	1,209	818	67.6	5	.4	386	31.9
Region V	2,201	1,559	70.8	98	4.4	544	24.7
Miscellaneous	152	104	68.4			48	31.5
Total	6,093	4,580	75.2	186	3.0	1,327	21.8

Four thousand five hundred eighty, or 75.1 percent, favored the plan, "use a conveniently located high school; extend it to include grades 13 and 14"; 186, or 3 percent, favored the plan, "erect or secure a separate building to house the community college"; and 1,327, or 21.8 percent, favored the plan, "broaden the program of a nearby college or university to include the community college."

As revealed in the table, 75.2 percent favored keeping close to the present high school in establishing grades 13 and 14. This choice, in the opinion of the writer, reflects the high regard in which the rural person holds his school and his desire to keep the school close to the home. Another feature revealed in Tables 47 to 51 that seems significant, is the wide range in the percentages favoring the use of a nearby college:

Region II	9.9
Region III	15.5
Region I	16.2
Region V	24.7
Region IV	31.9

This range can be explained largely by the fact that Regions I, IV, V, are highly industrialized and contain the major part of higher institutions of learning, while Regions II and III are distinctly rural and have but few of the state's higher institutions of learning.

Problem Four: Distance

Rural people are well acquainted with the problem of distance. Handicaps of distance, such as getting farm produce to market on time and getting needed supplies and equipment to the farm, have been largely overcome by efficient rail, trucking, and communication services. As these services have been improved, they have tended to increase the size of the rural community. To minimize distance, the automobile is now considered standard equipment on the farm, and is the key that will allow the rural family to open the door to further educational opportunities offered at the community educational center. The rural family now has the means of transportation to attend a community educational center.

The Educational Policies Commission, writing in 1944 of the need for communities to offer educational opportunities above the twelfth grade, said:

> Most of the occupations around Farmville require a wide range of knowledge and skills. The farmer needs to understand animal and poultry husbandry, soils and soil conservation, fertilizers, control of diseases and pests, marketing, the keeping of accounts, and government regulations. He must be able to make ordinary repairs on motors, machinery, plumbing, and electrical equipment, and to do a good share of his own building construction.
>
> The village mechanic has to handle gasoline motors, diesel motors, automobiles, trucks, tractors, and all

> sorts of farm machinery from plows to combine harvesters. The electrician is called on to service radios, television receivers and such electrically operated equipment as milking machines, cream separators, refrigerators, cold storage plants, poultry hatcheries, vacuum cleaners, air conditioning units, food grinders and mixers, and electric fences. The worker in store or office may have to be salesman, buyer, bookkeeper, typist, and file clerk.
>
> The homemaker needs practical knowledge of nutrition, clothing, child care, hygiene, home care of the sick, home furnishing, and electrical equipment; of the processes of cooking, canning, dehydrating and freezing foods; and of methods of growing fruits, vegetables, and poultry. In addition, she should have those understandings of child development and human relations and those appreciations of the beautiful and the good which make home living a fine art.
>
> Half or more of the student's time in grades XIII and XIV is spent in study and practice related to occupations, including productive work under school supervision. Vocational education in these two upper grades is directed toward three purposes: to build all-around proficiency in the broad occupational fields of farm and village; to equip students with the knowledge of the sciences and mathematics relevant to their occupations, so that they can meet new problems and improve their practices after they leave school; and to help each student more fully to understand the place of his or her occupation in the contemporary economy and culture.[4]

To see the need and to offer further educational opportunities to youth and adults of a community is a large undertaking, but equally great is the problem of getting youth and adults to the educational center in order that they make take advantage of the

---

[4] Educational Policies Commission, National Education Association and American Association of School Administrators, Education For All American Youth, Washington, D. C. 1944, pp. 66-67.

opportunity provided. Thus there is a problem of location of the center. The question, "How far would you be willing to drive to attend a community-educational center," becomes an important one when considering the location of the community educational center.

In Region I as shown in Table 53, a compilation is given of the responses to this question. The region as a whole had 970 members who responded and of that total 465, or 47.9 percent, indicated that they would be willing to drive "not over ten miles" to attend a community educational center; 247, or 25.4 percent, would drive "not over twenty miles"; 227, or 23.4 percent, "not over five miles"; and thirty-one or 3.2 percent, "not over thirty miles."

In Region II, as shown in Table 54, of the 988 who responded to the question, 536, or 54.2 percent, indicated that they would be willing to drive "not over ten miles"; 255, or 25.8 percent, would drive "not over twenty miles"; 101, or 10.2 percent, "not over five miles"; and ninety-six, or 9.7 percent, "not over thirty miles."

In Region III as shown in Table 55, of the 813 who responded, 413, or 50.8 percent, indicated that they would be willing to drive "not over ten miles"; 244, or 30. percent, "not over twenty miles"; 129, or 15.8 percent, "not over five miles"; and twenty-seven, or 3.3 percent,"not over thirty miles."

TABLE 53

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION I TO THE QUESTION: "HOW FAR WOULD YOU BE WILLING TO DRIVE OR HAVE YOUR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDUCATIONAL CENTER?"

Region I	Respondents	Not Over 30 Miles		Not Over 20 Miles		Not Over 10 Miles		Not Over 5 Miles	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Ashland	116	2	1.7	53	45.6	38	32.7	23	19.8
Ashtabula	18					4	22.2	14	77.7
Columbiana	54	1	1.8	9	16.6	25	46.3	19	35.1
Erie	64	3	4.6	42	65.6	15	23.4	4	6.2
Geauga	69	12	17.3	45	65.2	12	17.3		
Huron	26			17	65.3	8	30.7	1	3.8
Lake	12					12	100.0		
Lorain	163	9	5.5	29	17.7	68	41.7	57	34.9
Mahoning	39			22	56.4	2	5.1	15	38.4
Medina	67	3	4.4			51	76.1	13	19.4
Portage	42					10	23.8	32	76.1
Richland	82	1	1.2	19	23.1	52	63.4	10	12.2
Stark	103			9	8.7	68	66.3	26	25.2
Summit									
Trumbull	19					19	100.0		
Wayne	96			2	2.0	81	84.3	13	13.5
Total	970	31	3.2	247	25.4	465	47.9	227	23.4

TABLE 54

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION II TO THE QUESTION: "HOW FAR WOULD YOU BE WILLING TO DRIVE OR HAVE YOUR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDUCATIONAL CENTER?"

Region II	Respondents	Not Over 30 Miles		Not Over 20 Miles		Not Over 10 Miles		Not Over 5 Miles	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Belmont	74					50	67.5	24	32.4
Carroll	93					77	82.8	16	17.2
Coshocton	96	14	14.5	11	11.4	68	70.8	3	3.1
Guernsey	64	13	20.3	43	67.1	8	12.5		
Harrison									
Holmes	82			14	17.0	53	64.6	15	18.2
Jefferson	38	12	31.5	14	36.8	12	31.5		
Knox	66	2	3.0	38	57.5	24	42.8	2	3.0
Licking	117	11	9.4	48	41.0	45	38.4	13	11.1
Morrow	70			25	35.7	45	64.2		
Muskingum	147	6	4.0	39	26.5	88	59.8	14	9.5
Noble	27	27	100.0						
Tuscarawas	114	11	9.6	23	20.1	66	57.8	14	12.2
Total	988	96	9.7	255	25.8	536	54.2	101	10.2

TABLE 55

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION III TO THE QUESTION: "HOW FAR WOULD YOU BE WILLING TO DRIVE OR HAVE YOUR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDUCATIONAL CENTER?"

Region III	Respondents	Not Over 30 Miles		Not Over 20 Miles		Not Over 10 Miles		Not Over 5 Miles	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Athens	31					26	83.8	5	16.1
Fairfield	144	5	3.4	34	23.6	88	61.1	17	11.8
Franklin	53			28	52.8	19	35.8	6	11.3
Gallia	51			16	39.0	11	26.8	14	31.1
Hocking	20					20	100.0		
Jackson	38			28	73.6	10	26.3		
Lawrence									
Meigs									
Morgan	58	11	18.9	12	20.6	35	60.3		
Perry	71	10	14.0	26	36.6	21	29.5	14	19.7
Pike									
Pickaway	119	1	0.8	39	32.7	65	54.6	14	11.7
Ross	82			37	45.1	27	32.9	18	21.9
Scioto	40			1	2.5	29	72.5	10	25.0
Vinton									
Washington	116			23	19.8	62	53.4	31	26.7
Total	813	27	3.3	244	30.0	413	50.8	129	15.8

In Region IV as shown in Table 56, out of 1,302 responding, 646, or 49.6 percent, indicated that they would be willing to drive "not over ten miles"; 286, or 21.9 percent, "not over twenty miles"; 277, or 21.2 percent, "not over five miles"; and ninety-three, or 7.1 percent, "not over thirty miles."

In Region V as shown in Table 57, out of 2,549 responding, 1,278, or 48.4 percent, indicated that they would be willing to drive "not over ten miles"; 785, or 29.7 percent, "not over twenty miles"; 453, or 17.2 percent, "not over five miles"; and 123 or 4.6 percent, "not over thirty miles."

The miscellaneous group, as shown in Table 57, had 126, or 67.7 percent, indicating that they would be willing to drive "not over ten miles"; forty-two, or 22.5 percent, "not over twenty miles"; and eighteen, or 9.6 percent, "not over five miles."

Summary Table 58 presents the opinions of rural people toward driving distance. Out of a total of 6,898 persons replying, 3,464, or 50.2 percent, indicated that they would be willing to drive "not over ten miles"; 1,859, or 26.9 percent, "not over twenty miles"; 1,205, or 17.5 percent, "not over five miles"; and 370, or 5.3 percent, "not over thirty miles." It is evident that all but 17.5 percent of those responding would travel at least ten miles.

TABLE 56

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION IV TO THE QUESTION: "HOW FAR WOULD YOU BE WILLING TO DRIVE OR HAVE YOUR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDUCATIONAL CENTER?"

Region IV	Respondents	Not Over 30 Miles		Not Over 20 Miles		Not Over 10 Miles		Not Over 5 Miles	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Adams	58			9	15.5	39	67.2	10	17.2
Brown	49			14	28.5			35	71.1
Butler									
Champaign	163	23	14.1	79	48.4	47	28.8	14	8.5
Clark	96			33	34.3	63	65.6		
Clermont	17	17	100.0						
Clinton	161	2	1.2	12	7.4	91	56.5	56	34.7
Darke	124	13	10.4	19	14.1	74	59.6	18	14.5
Fayette	81	4	4.9	28	34.5	30.	37.0	19	23.4
Green	71			15	21.1	27	38.0	29	40.8
Hamilton	30			1	3.3	29	96.6		
Highland	106			25	23.5	66	62.2	15	14.1
Madison	10							10	100.0
Miami	154	20	12.9	23	14.9	107	69.4	4	2.5
Montgomery	9	1	11.1	4	44.4			4	44.4
Preble	114	3	2.6	6	5.2	57	50.0	48	42.1
Warren	59	10	16.9	18	30.5	16	27.1	15	25.4
Total	1,302	93	7.1	286	21.9	646	49.6	277	21.2

TABLE 57

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION V TO TH
WOULD YOU BE WILLING TO DRIVE OR HAVE YOUR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDU

Region V	Respondents	Not Over 30 Miles		Not Over 20 Miles		Not Over 10 Miles	
		Number	Percent	Number	Percent	Number	Percent
Allen	110	16	14.5			94	85.4
Auglaize	198	1	.5	99	50.0	52	26.2
Crawford	35			16	45.7	17	48.5
Defiance	109	20	18.3	63	57.8	6	5.5
Delaware	114			4	3.5	95	83.3
Fulton	14	3	21.4	1	7.1	10	71.4
Hancock	126			59	46.8	56	44.4
Hardin	130	1	.7	70	53.8	31	23.8
Henry	88			43	48.8	44	50.0
Logan	145			62	42.7	61	42.0
Lucas	64			20	31.2	44	68.7
Marion	52	8	15.3			44	84.6
Mercer	86			64	74.4	22	25.5
Morrow	98	12	12.2	37	37.7	34	34.6
Ottawa	58			30	51.7	16	27.5
Paulding	33					33	100.0
Putnam	52	5	9.6			16	30.7
Sandusky	205	9	4.3	34	16.5	121	59.0
Seneca	134	2	1.4	25	18.6	60	44.7
Shelby	75	14	18.6	19	25.3	31	41.3
Union	84			2	2.3	52	61.9
Van Wert	67					42	62.6
Williams	55			19	34.5	17	30.9
Wood	376	32	8.5	80	21.2	214	56.9
Wyandotte	131			38	29.0	66	50.3
Total	2,639	123	4.6	785	29.7	1,278	48.4
Miscellaneous State	186			42	22.5	126	67.7

TABLE 57

VIDUAL COUNCIL MEMBERS IN REGION V TO THE QUESTION: "HOW FAR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDUCATIONAL CENTER?"

Not Over 20 Miles		Not Over 10 Miles		Not Over 5 Miles	
Number	Percent	Number	Percent	Number	Percent
		94	85.4		
99	50.0	52	26.2	46	23.2
16	45.7	17	48.5	2	5.7
63	57.8	6	5.5	20	18.3
4	3.5	95	83.3	15	13.1
1	7.1	10	71.4		
59	46.8	56	44.4	11	8.7
70	53.8	31	23.8	28	21.5
43	48.8	44	50.0	1	1.1
62	42.7	61	42.0	22	15.1
20	31.2	44	68.7		
		44	84.6		
64	74.4	22	25.5		
37	37.7	34	34.6	15	15.3
30	51.7	16	27.5	12	20.6
		33	100.0		
		16	30.7	31	59.6
34	16.5	121	59.0	41	20.0
25	18.6	60	44.7	47	35.0
19	25.3	31	41.3	11	14.6
2	2.3	52	61.9	30	35.7
		42	62.6	25	37.3
19	34.5	17	30.9	19	34.5
80	21.2	214	56.9	50	13.3
38	29.0	66	50.3	27	20.6
785	29.7	1,278	48.4	453	17.2
42	22.5	126	67.7	18	9.6

TABLE 58

SUMMARY TABLE GIVING RESPONSES OF INDIVIDUAL COUNCIL MEMBERS FROM THE FIVE REGIONS TO THE QUESTION: "HOW FAR WOULD YOU BE WILLING TO DRIVE OR HAVE YOUR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDUCATIONAL CENTER?"

Regions	Respondents	Not Over 30 Miles		Not Over 20 Miles		Not Over 10 Miles		Not Over 5 Miles	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region I	970	31	3.2	247	25.4	465	47.9	227	23.4
Region II	988	96	9.7	255	25.8	536	54.2	101	10.2
Region III	813	27	3.3	244	30.0	413	50.8	129	15.8
Region IV	1,302	93	7.1	286	21.9	646	49.6	277	21.2
Region V	2,639	123	4.6	785	29.7	1,278	48.4	453	17.1
Miscellaneous	186			42	22.5	126	67.7	18	9.6
Total	6,898	370	5.3	1,859	26.9	3,464	50.2	1,205	17.5

These figures would indicate that mileage is a definite barrier to attendance at a community-educational center. The ten-mile limit appears to be the most favored one of those indicated by the rural persons participating in the study.

Problem Five: Teaching Staff

A functional program of education for rural folk is not new in the thinking of many people. As early as the middle of the nineteenth century the Danes had designed a program to educate themselves as farmers and citizens. They also had their folk schools or people's colleges for younger adults with predominately cultural aims. American secondary schools and colleges have taken a leading role in endeavoring to make education functional. The town meeting, lyceum, chautauqua, and other means of adult education have been undertaken in this direction. Now in studying rural educational needs the writer would suggest a plan whereby rural youth and adults may avail themselves of technical courses, short-term courses, and general education and college-preparatory courses where all the resources of a community are used in co-operation with outside aid and resources to give all youth and adults an opportunity to improve themselves according to their capacities and interests.

The technical, college-preparatory, and general education courses were conceived of as being taught by qualified and properly trained personnel. The question posed for the members of the advisory councils was: "In your opinion who could help out as instructors in short-term courses offered as day or evening classes?" The purpose of this question was to direct the thinking of rural people toward themselves and their neighbors as to how they could benefit each other, and to cause them to appraise qualified persons in the community who had something to offer in the way of knowledge, judgment, and skills that could benefit other members of the community. Many times we fail to recognize the strengths, the abilities, and the capacities of those around us. A discussion of this problem by the advisory council was considered germane to the recognition of the human resources of the community for its own improvement.

Bittner, writing in the Encyclopedia of Educational Research, discusses adult education and points out significant weaknesses as they exist in rural areas. He wrote:

> Large numbers of adults living in rural areas are reached by various types of adult education. The Co-operative Agricultural Extension Service of the federal and state governments, the extension service of state colleges, and the rural schools have provided a core of permanent and pervasive adult education resources. These continue to be supplemented by private and voluntary agencies. The numbers of experienced, volunteer local leaders increased

> during the depression and still more in the post-war period. The vocational character of rural extension service is dominant, but there are significant trends toward greater cultural contributions by such social projects as local conferences, public-affairs discussions, parent education, and numerous leisure-time activities. The weakest link in the chain of rural adult education as a whole is insufficient co-ordination and co-operation of agencies in the local communities.[5]

The writer would not question the statement that the chief failure of rural adult education as a whole is insufficient co-ordination and co-operation of agencies in the local communities at present, but he would insist that any plan to correct this situation be a definite part of reorganization of secondary education. The complete community school, which would be the educational core of the community, is needed if rural adult education is to become vital in the lives of the people.

In Region I as shown in Table 59, the farmers indicated "agricultural agency leaders" as their first choice for instructors for short-term courses. Out of a total of 930 members replying to this question, 722, or 77.6 percent, indicated these leaders as first choice. Second choice was "local professional people" by 513, or 55.1 percent; third choice, "local farmers" by 461, or 49.5 percent; fourth choice, "public-school teachers and

---

[5] W. S. Monroe, Encyclopedia of Educational Research, (Macmillan Company, 1952) p. 27.

TABLE 59

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION I TO THE PROBLEM OF WHO COULD SERVE AS INSTRUCTORS FOR SHORT-TERM COURSES IN THE COMMUNITY COLLEGE

Region I	Respondents	Teaching Staff											
		Agricultural Agency Leaders		Public-School Teachers and Officers		Local Professional People		Local Farmers		Local Business-men		Nearby College Professors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ashland	110	72	60.4	50	45.4	46	41.8	42	38.1	42	38.1	46	38.1
Ashtabula	21	5	23.8	5	23.8	8	38.0					3	14.2
Columbiana	65	54	83.0	44	67.7	44	67.7	44	67.7	44	67.7	44	67.7
Erie	29	28	96.5	29	100.0	25	86.2	27	93.1	10	34.4	10	34.4
Geauga	62	50	80.6	46	74.1	50	80.6	32	51.6	28	45.1	40	64.5
Huron	19	17	89.4	17	89.4	16	84.2	16	84.2	16	84.2	19	100.0
Lake	12					12	100.0						
Lorain	166	146	87.9	86	51.8	78	46.9	82	49.4	78	46.9	80	48.1
Mahoning	31	23	74.1	15	48.3	15	48.3	20	64.5	13	41.9	15	48.3
Medina	67	60	89.5	13	19.4	40	59.7	13	19.4	13	19.4	13	19.4
Portage	42	29	69.0	42	100.0	29	69.0	42	100.0	42	100.0	29	69.0
Richland	56	45	80.3	41	73.2	45	80.3	44	78.5	44	78.5	48	85.7
Stark	121	101	83.4	33	27.2	49	40.5	61	50.4	47	38.8	52	42.9
Summit													
Trumbull	18	18	100.0	9	50.0	5	27.7	1	5.5			9	50.0
Wayne	101	74	73.2	21	20.7	51	50.5	37	36.6	37	36.6	20	19.8
Total	930	722	77.6	451	48.4	513	55.1	461	49.5	414	44.5	433	46.5

officials" by 451, or 48.4 percent; fifth choice, "college professors" by 433, or 46.5 percent; and sixth choice, "local businessmen" by 414, or 44.5 percent.

In Region II as shown in Table 60, out of 960 responding, 762, or 79.3 percent, selected as first choice, "agricultural agency leaders." Other choices in order preferred were as follows: 364, or 37.9 percent, "local professional people"; 364, or 37.9 percent, "local farmers"; 357, or 37.1 percent, "public-school teachers and officials"; 222, or 30.4 percent, "local businessmen"; and 286, or 29.7 percent, "college professors."

In Region III as shown in Table 61, out of 906 responding, 650, or 71.7 percent, selected as first choice "agricultural agency leaders." Other choices in the order preferred were as follows: "college professors" by 455, or 50.2 percent; "public-school teachers and officials" by 447, or 49.3 percent; "local professional people" by 397, or 43.8 percent; "local farmers" by 368, or 40.6 percent; and "local businessmen" by 333, or 36.7 percent.

In Region IV as shown in Table 62, out of 1,349 responding, 1,086, or 80.5 percent, selected as first choice "agricultural agency leaders." Other choices in the order preferred were as follows: 732, or 54.2 percent, "public-school teachers and officials"; 709, or 52.5 percent, "local professional people"; 689, or 51 percent, "local farmers"; 633, or 46.9 percent, nearby

TABLE 60

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION II TO THE PROBLEM OF WHO COULD SERVE AS INSTRUCTORS FOR SHORT-TERM COURSES IN THE COMMUNITY COLLEGE

Region II	Respondents	Teaching Staff											
		Agricultural Agency Leaders		Public-School Teachers and Officers		Local Professional People		Local Farmers		Local Business-men		Nearby College Professors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Belmont	86	84	97.6	35	40.6	24	27.9	24	27.9	24	27.9	24	27.9
Carroll	102	77	75.4	41	40.2	57	55.8	41	40.2	41	40.2	41	40.2
Coshocton	82	68	82.9	25	30.4	17	20.7	25	30.4	16	19.5	9	9.7
Guernsey	42	42	100.0	16	38.0	15	35.7	15	35.7	15	35.7	15	35.7
Harrison													
Holmes	72	36	50.0	39	54.1	15	20.8	25	34.7	15	20.8	25	34.7
Jefferson	26	26	100.0	26	100.0	12	46.1	12	46.1	12	46.1	12	46.1
Knox	82	65	79.2	17	20.7	14	17.0	24	29.2	12	14.6	12	14.6
Licking	115	98	85.2	32	27.8	24	20.8	27	23.4	24	20.8	41	35.6
Monroe	80	68	85.0	15	18.7	34	42.5	23	28.7	15	18.7	15	18.7
Muskingum	150	114	76.0	87	58.0	95	63.3	83	55.3	69	46.0	64	42.6
Noble	35	31	94.2			1	2.8	1	2.8				
Tuscarawas	88	51	57.9	25	28.4	56	63.6	64	72.7	49	55.6	28	31.8
Total	960	762	79.3	357	37.1	364	37.9	364	37.9	292	30.4	286	29.7

TABLE 61

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION III TO THE PROBLEM OF WHO COULD SERVE AS INSTRUCTORS FOR SHORT-TERM COURSES IN THE COMMUNITY COLLEGE

Region III	Respondents	Teaching Staff											
		Agricultural Agency Leaders		Public-School Teachers and Officers		Local Professional People		Local Farmers		Local Business-men		Nearby College Professors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Athens	31	31	100.0	8	25.8			18	58.0				
Fairfield	169	83	49.1	61	36.0	57	33.7	34	20.1	34	30.1	103	60.9
Franklin	55	51	92.7	52	94.5	39	70.9	32	58.1	36	65.4	55	100.0
Gallia	57	41	71.9	27	47.3	27	47.3	27	47.3	27	47.3	27	47.3
Hocking	20	20	100.0										
Jackson	38	38	100.0	12	31.5	22	57.8	38	100.0	22	57.8	12	31.5
Lawrence													
Meigs													
Morgan	58	31	53.4	29	50.0	18	31.0	18	31.0	17	29.3	44	75.8
Perry	86	60	69.7	57	66.2	19	22.0	9	10.4	19	22.0	15	17.4
Pike													
Pickaway	128	97	75.7	62	48.4	77	60.1	77	60.1	62	48.4	77	60.1
Ross	108	92	85.1	70	64.8	79	73.1	73	67.5	73	67.5	80	74.0
Scioto	40	34	85.0	29	72.5	34	85.0	29	72.5	30	75.0	29	72.5
Vinton													
Washington	116	72	62.0	40	34.4	25	21.5	13	11.2	13	11.2	13	11.2
Total	906	650	71.7	447	49.3	397	43.8	368	40.6	333	36.7	455	50.2

TABLE 62

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION IV TO THE PROBLEM OF WHO COULD SERVE AS INSTRUCTORS FOR SHORT-TERM COURSES IN THE COMMUNITY COLLEGE

Region IV	Respondents	Teaching Staff											
		Agricultural Agency Leaders		Public-School Teachers and Officers		Local Professional People		Local Farmers		Local Business-men		Nearby College Professors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adams	43	43	100.0	21	48.8	24	55.8	33	76.7	12	27.9	12	27.9
Brown	49	37	60.6	6	9.8	6	9.8						
Butler	27	27	100.0										
Champaign	165	129	78.1	91	55.1	94	56.9	107	64.8	51	30.9	95	57.5
Clark	106	92	86.7	69	65.0	55	51.8	65	61.3	55	51.8	55	51.8
Clermont	17	17	100.0	17	100.0	17	100.0	17	100.0	17	100.0	17	100.0
Clinton	118	111	94.0	48	40.6	50	42.3	61	51.6	48	40.6	71	60.1
Darke	132	119	90.1	84	63.6	63	47.7	60	45.4	60	45.4	65	49.2
Fayette	91	87	95.6	85	93.4	85	93.4	90	98.9	85	93.4	71	78.0
Green	72	57	79.1	13	18.0	28	38.8	13	18.0	13	18.0	13	18.0
Hamilton	38	12	31.5	8	21.0	3	7.8			18	47.3		
Highland	132	92	69.7	104	78.7	86	65.1	55	41.6	55	41.6	67	50.7
Madison	10	10	100.0			10	100.0	10	100.0				
Miami	145	92	63.4	54	37.2	49	33.7	36	24.8	16	11.0	16	11.0
Montgomery	9											9	100.0
Preble	124	100	80.6	89	71.7	87	70.1	90	72.5	87	70.1	90	72.5
Warren	71	61	85.9	43	60.5	52	73.2	52	73.2	45	63.3	52	73.2
Total	1,349	1,086	80.5	732	54.2	709	52.5	689	51.0	562	41.6	633	46.9

college professors"; 562, or 41.6 percent, "local businessmen."

This region gave the highest percentage rating to "agricultural agency leaders" of all of the five regions of the state.

In Region V as shown in Table 63, out of 2,758 responding, 1,865, or 67.6 percent, selected as first choice "agricultural agency leaders." Other choices in the order preferred were as follows: 1,241 members, or 45 percent, "local professional people"; 1,210 members, or 43.8 percent, "public-school teachers and officials"; 1,155, or 41.8 percent, "local farmers": 1,085, or 39.3 percent, "college professors"; and 941, or 34.1 percent, "local businessmen."

In the miscellaneous group as shown in Table 63, out of 166 responding, 135, or 81.3 percent, selected as first choice "agricultural agency leaders." Other choices in the order preferred were as follows: 73, or 43.9 percent, "local professional people"; seventy, or 42.1 percent, "public-school teachers and officials"; sixty-two, or 37.3 percent, "local businessmen"; sixty-one, or 36.7 percent, "local farmers"; and fifty-six, or 33.7 percent, "college professors."

Summary Table 64 reveals the opinions of rural people concerning local people who could serve as instructors for short-term courses at the community educational center. One finds that 5,220, or 73.8 percent, selected as first choice "agricultural agency

TABLE 63

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL COUNCIL MEMBERS IN REGION V TO
COULD SERVE AS INSTRUCTORS FOR SHORT-TERM COURSES IN THE COMMUNITY C

Region V	Respondents	Teaching Staff							
		Agricultural Agency Leaders		Public-School Teachers and Officers		Local Professional People		Local Farmers	
		No.	%	No.	%	No.	%	No.	%
Allen	117	62	52.9	30	25.6	42	35.9	16	13.6
Auglaize	201	168	83.5	148	73.6	127	63.1	94	46.7
Crawford	57	46	80.7	46	80.7	46	80.7	46	80.7
Defiance	96	87	90.6	80	83.3	53	52.2	50	52.0
Delaware	109	70	64.2	59	54.1	68	62.3	76	69.7
Fulton	22	10	45.4	10	45.4	10	45.4	10	45.4
Hancock	135	59	43.7	29	21.4	31	22.9	27	20.0
Hardin	169	89	52.6	51	30.1	51	30.1	51	30.1
Henry	88	67	76.1	33	37.5	53	60.2	42	47.7
Logan	130	116	89.2	84	64.6	98	75.3	84	64.6
Lucas	72	48	66.6	32	44.4	36	50.0	34	47.2
Marion	56	39	69.6	39	69.6	39	69.6	39	39.6
Mercer	95	47	49.4	28	29.4	57	60.0	43	45.2
Morrow	134	82	61.1	46	34.3	45	33.5	84	62.6
Ottowa	46	33	71.7	33	71.3	46	100.0	17	36.9
Paulding	45	30	66.6	1	2.2	1	2.2	14	31.1
Putnam	170	57	81.4	39	55.7	27	38.5	27	38.5
Sandusky	215	187	86.9	118	54.8	67	31.1	79	36.7
Seneca	156	56	35.9	29	18.5	33	21.1	22	14.1
Shelby	70	46	65.7	52	74.2	35	50.0	35	50.0
Union	93	93	100.0	36	38.7	49	52.6	62	66.6
Van Wert	56	28	50.0	13	23.2	19	33.9	17	30.3
Williams	48	28	58.3	37	77.0	18	37.5	16	33.3
Wood	351	226	64.3	113	32.1	161	45.8	133	37.8
Wyandotte	127	91	71.6	24	18.9	29	22.8	37	29.1
Total	2,758	1,865	67.6	1,210	43.8	1,241	45.0	1,155	41.8
Miscellaneous State	166	135	81.3	70	42.1	73	43.9	61	36.7

TABLE 63

OF INDIVIDUAL COUNCIL MEMBERS IN REGION V TO THE PROBLEM OF WHO S FOR SHORT-TERM COURSES IN THE COMMUNITY COLLEGE

Teaching Staff									
Public-School Teachers and Officers		Local Professional People		Local Farmers		Local Business-men		Nearby College Professors	
No.	%	No.	%	No.	%	No.	%	No.	%
30	25.6	42	35.9	16	13.6	16	13.6	29	24.7
148	73.6	127	63.1	94	46.7	85	42.2	95	47.2
46	80.7	46	80.7	46	80.7	46	80.7	46	80.7
80	83.3	53	52.2	50	52.0	50	52.0	63	65.6
59	54.1	68	62.3	76	69.7	64	58.7	56	51.3
10	45.4	10	45.4	10	45.4	10	45.4	11	50.0
29	21.4	31	22.9	27	20.0	7	5.1	22	16.3
51	30.1	51	30.1	51	30.1	31	18.3	37	21.9
33	37.5	53	60.2	42	47.7	53	60.2	53	60.2
84	64.6	98	75.3	84	64.6	70	53.8	99	76.1
32	44.4	36	50.0	34	47.2	34	47.2	48	66.6
39	69.6	39	69.6	39	39.6	39	39.6	27	48.2
28	29.4	57	60.0	43	45.2	24	25.2	46	48.4
46	34.3	45	33.5	84	62.6	67	50.0	56	41.7
33	71.3	46	100.0	17	36.9	17	36.9	17	36.9
1	2.2	1	2.2	14	31.1				
39	55.7	27	38.5	27	38.5	27	38.5	49	70.0
118	54.8	67	31.1	79	36.7	49	22.7	49	22.7
29	18.5	33	21.1	22	14.1	22	14.1	35	22.4
52	74.2	35	50.0	35	50.0	35	50.0	35	50.0
36	38.7	49	52.6	62	66.6	49	52.6	36	38.7
13	23.2	19	33.9	17	30.3	8	14.2		
37	77.0	18	37.5	16	33.3	15	31.2	16	33.3
113	32.1	161	45.8	133	37.8	100	28.4	168	47.8
24	18.9	29	22.8	37	29.1	23	18.1	12	9.4
,210	43.8	1,241	45.0	1,155	41.8	941	34.1	1,085	39.3
70	42.1	73	43.9	61	36.7	62	37.3	56	33.7

TABLE 64

SUMMARY TABLE GIVING THE RESPONSES OF INDIVIDUAL COUNCIL MEMBERS FROM THE FIVE REGIONS ON THE PROBLEM OF WHO COULD SERVE AS INSTRUCTORS FOR SHORT-TERM COURSES IN THE COMMUNITY COLLEGE

Regions	Respondents	Teaching Staff											
		Agricultural Agency Leaders		Public-School Teachers and Officers		Local Professional People		Local Farmers		Local Business-men		Nearby College Professors	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Region I	930	722	77.6	451	48.4	513	55.1	401	49.5	414	44.5	433	46.5
Region II	960	762	79.3	357	37.1	364	37.9	364	37.9	292	30.4	286	29.7
Region III	906	650	71.7	447	49.3	397	43.8	368	40.6	333	36.7	455	50.2
Region IV	1,349	1,086	80.1	732	54.2	703	52.5	689	51.0	562	41.6	633	46.9
Region V	2,758	1,865	67.6	1,210	43.8	1,241	45.0	1,155	41.8	941	34.1	1,095	39.3
Miscellaneous State	166	135	81.3	70	42.1	73	43.9	61	36.7	62	37.3	56	33.7
Total	7,069	5,220	73.8	3,267	46.1	3,291	46.5	3,038	42.9	2,604	36.8	2,958	41.8

leaders." Other choices in the order preferred were as follows: 3,291, or 46.5 percent, "local professional people"; 3,267, or 46.1 percent for "public-school teachers and officials"; 3,038, or 42.9 percent, "local farmers"; 2,958, or 41.8 percent, "college professors"; and 2,604, or 36.8 percent, "local businessmen."

SUMMARY

In this chapter the returns from the state-wide poll reveal the following expression of opinions on the five basic problems concerning the establishment of a community-educational center for rural areas.

Five Basic Problems

1. Do our rural communities need to offer further educational opportunities to youth and adults?

Out of a total of 7,506 respondents, 5,553, or 73.9 percent, believed that rural communities need to offer further educational opportunities above the high-school level to youth and adults.

2. Would you favor permissive legislation, allowing the people of a given area to vote on the question of offering further educational opportunity to youth and adults?

In answer to this question, 5,601, or 80.8 percent, expressed themselves as favoring permissive legislation for Ohio.

3. How should a community center be financed?

Rural preferences for the seven suggested plans were as follows in the order preferred:

a. State and local support with minimum tuition, favored by 3,413, or 47.4 percent.

b. Student tuition entirely, favored by 1,763, or 24.5 percent.

c. State and local support evenly divided, favored by 794, or 11 percent.

d. State support with minimum tuition, favored by 563, or 7.8 percent.

e. Local taxes with minimum tuition, favored by 384, or 5.3 percent.

f. State support only, favored by 205, or 2,8 percent.

g. Local taxes only, favored by seventy-one or 1.0 percent.

It is evident from an examination of the above figures that rural people favored the plan of "state and local support with minimum tuition."

4. How should a community educational center be organized?

Out of 6,093 respondents, 4,580, or 75.1 percent, favored (a) the plan to use a conveniently located high school and extend it to include grades 13 and 14; 186, or 3 percent, favored (b) the plan of a separate institution; and 1,327, or 21.7 percent, favored (c) broadening the program of a nearby college or university to include the community college.

5. How far would you be willing to drive to attend a community educational center?

Out of 6,898 respondents, 3,464, or 50.2 percent, would drive "not over ten miles"; 1,859, or 26.9 percent, "not over twenty miles"; 1,205, or 17.5 percent, "not over five miles"; 370, or 5.3 percent, "not over thirty miles."

6. Who could serve as instructors for short-term courses at the community educational center?

The respondents revealed the following preferences:

a. Agricultural agency leaders, favored by 5,220, or 73.8 percent.

b. Local professional people, favored by 3,291, or 46.5 percent.

c. Public-school teachers and officials, favored by 3,267, or 46.1 percent.

d. Local farmers, favored by 3,038, or, 42.9 percent.

e. College professors, favored by 2,958, or 41.8 percent.

f. Local businessmen, favored by 2,604, or 36.8 percent.

The returns to this question would indicate that the farmer thinks well of the agricultural agency leaders whose major task is to serve rural folk in solving practical problems. The returns further indicate that the other persons suggested as instructors for short-term courses would be acceptable as the percentages were all relatively high.

CHAPTER V

COMMUNITY-COLLEGE-SURVEY INQUIRY TO SELECTED OHIO FARM BUREAU COUNCILS OF A SIX-COUNTY AREA

Introduction

The membership of the Farm Bureau Advisory Council consists in general of rural families, although other persons may belong to the group. A large portion of Chapter III is devoted to the origin, purpose, and function of the Advisory Council.

In a pamphlet published by the Education Department of the Ohio Farm Bureau, Incorporated, one finds the basic elements of strength of the Council revealed as follows:

> By joining an Advisory Council we can build a more friendly neighborhood. By talking together about our problems we find better answers.
>
> We all want to live in a friendly community where our neighbors value our friendship and want us at their gatherings. Through activity in small groups we find it much easier to share in the life of the community. This gives us a sense of belonging. Many farm people find that the most satisfying group in the community is their council.
>
> By solving more of our problems in the neigborhood, we keep them from rolling up into big problems in the nation. When we pass too many of our local problems on to Columbus and Washington we set the stage for a top-down government. Councils tackle problems at the local level.
>
> The practice of getting together to talk, think, and work in friendly groups has long been the lever of human progress, It taps new powers. It unites us as a people. It is the key to democracy.[1]

[1] The Ohio Farm Bureau Federation, Education Department, The ABC's of Councils, (Columbus, Ohio), p. 4.

The family is the unit on which councils are built. It is accepted as being basic to our American culture, and this fact was recognized as such by the farm leaders who pioneered in the early formation of advisory councils. Other leaders have pointed out the strength of the family in building citizenship. Dawson and Butterworth clearly place the family as the focal point of rural living when they write:

> In rural American life, the home plays a part of such importance to all family members that it is one of the significant bases upon which the education of the children and parents must be planned. The rural home is the very heart of the family as it functions in daily living. More self-contained than the urban home, more dependent upon its own resources and initiative, it holds the key to the nature of each member of the family group. From it emanates the spirit which influences the individual's attitudes and actions both as a family member and as a citizen.[2]

The writer has had the good fortune to work in farm homes and with farm people for the past twenty-three years, and it was a pleasure to visit with farm families in their councils as part of this study. The groups were friendly, courteous, and ready to discuss school problems. The writer did not interview these groups as one telling them what they had to do regarding their schools; rather, he went among them to secure opinions concerning the basic problems of improving the rural educational program. The community college was not presented as the only

---

[2] Howard A. Dawson and Julian E. Butterworth, The Modern Rural School, (New York: McGraw-Hill Book Company, 1952) p. 192.

answer to rural educational needs; but its purposes were explained, questions concerning it were answered, and opinions were secured on the various issues of interest, need, and willingness of rural people to support an adequate educational program for themselves and their children.

Generally the farm family was found to be interested, intelligent, and aggressive. The farmer and his wife are proud of their school and consider it the center of community life. A great majority want their children to have the best education available and are willing to work toward that end. They also realize that they are living in a changing culture and that, because of this continuous change, they must face new problems and must find new solutions if they are to accomplish their end.

The writer found the rural groups to be definitely interested in their schools and in the community college as a means of improving the rural-education program. The "Community College Survey Inquiry," which the council members completed during the interview, gave opinions on and reactions toward the establishment of a community college as a means to serve better rural educational needs.

The following topics will be discussed in this chapter: (1) family background of advisory-council members, (2) educational plans for the family, (3) the adequacy of present high-school

offerings, and (4) the five basic problems of: offering further educational opportunities, financial support, organization, location, and teaching staff as they relate to the establishment of the community college in rural areas.

Table 65 identifies the six counties participating in the study, the number of active councils within each county, and the number of councils from each county participating. The table further indicates the total active membership, the total number of individual participants, and the percent participating from each county. As shown in this table there was a total of 121 active advisory councils in the six counties. An active council is one that meets each month. Approximately 20 percent of the active councils, twenty-four in number, were selected at random, using Edwards Random Tables as explained in Chapter I. There was a total of 430 active members in the twenty-four councils and 356, or 82.7 percent, participated in the study. Attendance at the council meetings during this particular month, February, 1953, was adversely affected by a serious influenza epidemic which was then at its height over the state.

II. Family Background of Advisory-Council Members

Ages of Fathers and Mothers. Table 66 shows the eight age groups to range from twenty years to fifty-six and up. The age

TABLE 65

NUMBER OF OHIO FARM BUREAU ADVISORY COUNCILS AND NUMBER AND PERCENT OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN THE USE OF FORM II(COMMUNITY-COLLEGE-SURVEY INQUIRY)

County	Active Councils*		Membership in 24 Participating Councils		
	Total Number	Number Participating	Total Number	Number Partici-pating	Percent Partici-pating
Auglaize	27	5	80	74	92.5
Champaign	28	6	118	86	72.8
Hardin	11	2	46	30	65.2
Logan	29	6	102	90	88.2
Shelby	10	2	26	26	100.0
Union	16	3	58	50	86.2
Total	121	24	430	356	82.7

* Checked by County Farm Bureau Managers as active.

TABLE 66

AGE GROUPS OF INDIVIDUAL COUNCIL MEMBERS PARTICIPATING IN

County	Age Groups																	
	20–25			26–30			31–35			36–40			41–45			46–50		
	F*	M*		F	M		F	M		F	M		F	M		F	M	
	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	
Auglaize				3	6	12.1	5	5	13.5	3	5	10.8	5	7	16.2	7	4	
Champaign	2	4	9.3	5	6	12.7	9	7	18.6	6	9	17.4	11	7	20.9	2	3	
Hardin					1	3.3	3	2	16.6	1	2	10.0	4	4	26.6	2	2	
Logan		1	1.1	4	7	12.2	9	9	20.0	3	5	8.8	8	3	12.2	5	6	
Shelby				1	3	15.3	5	5	38.4	5	2	26.9		2	7.6	1	1	
Union										3	4	14.0	1	1	4.0	3	2	
Total	2	5	2.0	13	23	10.1	31	28	16.6	21	27	13.5	29	24	14.9	20	18	
Percentage total for age groups 20–25 through 51–55 is 82.																		

* F, Father; M, Mother

TABLE 66

L COUNCIL MEMBERS PARTICIPATING IN THE SIX-COUNTY STUDY

Age Groups																		
36-40			41-45			46-50			51-55			56-up			Totals			
F	M		F	M		F	M		F	M		F	M		F	M		
No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.		
3	5	10.8	5	7	16.2	7	4	14.8	9	8	22.9	5	2	9.4	37	37		
6	9	17.4	11	7	20.9	2	3	5.8	1	2	3.4	7	5	13.9	43	37		
1	2	10.0	4	4	26.6	2	2	13.3	3	2	16.6	2	2	13.3	15	15		
3	5	8.8	8	3	12.2	5	6	12.2	6	4	11.1	10	10	22.2	45	45		
5	2	26.9		2	7.6	1	1	7.6	1		3.8				13	13		
3	4	14.0	1	1	4.0	3	2	10.0	7	8	30.0	11	10	42.0	25	25		
21	27	13.5	29	24	14.9	20	18	10.7	27	24	14.3	35	29	17.9	178	178		

-55 is 82.

groups of the council members arranged from the highest number to the lowest are: 56 years and up, thirty-five fathers and twenty-nine mothers, or 17.9 percent; 31 to 35 years, thirty-one fathers and twenty-eight mothers, or 16.6 percent; 41 to 45 years, twenty-nine fathers and twenty-four mothers, or 14.9 percent; 51 to 55 years, twenty-seven fathers and twenty-four mothers, or 14.3 percent; 36 to 40 years, twenty-one fathers and twenty-seven mothers, or 13.5 percent; 46 to 55 years, twenty fathers and eighteen mothers, or 10.7 percent; 26 to 30 years, thirteen fathers and twenty-three mothers, or 10.1 percent; and 20 to 25 years, two fathers and five mothers, or 2.0 percent.

The table further indicates that 82 percent of the persons interviewed fall between the age group, twenty to fifty-five years. The younger age groups and the older age groups do not comprise a high percentage of individuals when compared with the middle age groups. This grouping is somewhat counter to the report made by Landis who says: "Agriculture had an unusually high proportion of very young workers and an unusually high proportion of those above 60 years of age."[3]

Children in the Family. As shown in Table 67, 178 families participated in the study. Of that number twenty, or 11.2 percent, did not have children. This percentage is in substantial agreement

---

[3] Paul H. Landis, Rural Life in Process, (New York: McGraw-Hill Book Company) 1948, p. 36.

TABLE 67

RESPONSES OF FAMILIES IN THE SIX-COUNTY AREA CONCERNING THE EDUCATIONAL LEVEL OF THEIR CHILDREN

County	Number of Families Participating	Number of Families Without Children	Percent	Educational Status									
				Below 1st Grade		In Elem. School		In High School		In College		Out of School	
				No.	%	No.	%	No.	%	No.	%	No.	%
Auglaize	37	1	2.7	15	5.7	16	6.1	14	5.4	8	3.0	17	6.5
Champaign	43	7	16.3	16	6.1	17	6.6	14	5.4	1	0.3	9	3.4
Hardin	15	2	13.3	5	1.9	6	2.3	5	1.9			5	1.9
Logan	45	6	13.3	19	7.3	23	8.8	10	3.8	4	1.5	9	3.4
Shelby	13	1	7.7	10	13.8	9	3.4	1	.3			1	.3
Union	25	3	12.0	1	.3	4	1.5	8	3.0	2	.7	10	3.8
Total	178	20	11.2	66	25.4	75	28.9	52	20.0	15	5.7	51	19.6

with the national figure of 8.8 percent as reported by Landis.[4]

The remaining families were requested to reveal the educational status of their children as follows: "below first grade," "in elementary school," "in high school," "in college," and "out of schools." A total of 259 replies was recorded and of that number sixty-six, or 25.4 percent, had children below the first grade; seventy-five, or 28.9 percent, had children in the elementary school; fifty-two, or 20 percent, had children in high school; fifteen, or 5.7 percent, had children in college; and fifty-one, or 19.6 percent, had children out of school.

Occupations of the Father. As shown in Table 68, 136, or 76.4 percent, of the 178 fathers were full-time farmers; thirty-seven, or 20.8 percent, were part-time farmers; and five, or 2.8 percent, did not respond to the question. Data concerning other occupations of the fathers are shown in Table 69 and show that seventeen occupations other than farming had been engaged in by the fathers, but that only one occupation of the seventeen claimed a total of as many as four persons.

In regard to farm ownership, Table 70 shows that sixty-nine fathers, or 38.7 percent, owned their own farms, while twenty-four, or 13.4 percent, owned land and also rented. Thus a total of ninety-three, or 52.2 percent, out of 178 men owned land. The

---

[4] Ibid., p. 47.

TABLE 68

RESPONSES OF FAMILIES OF THE SIX-COUNTY AREA CONCERNING THE MAJOR OCCUPATION OF THE FATHER

	Counties													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Farming full-time	30	81.1	40	93.1	6	40.0	31	68.9	10	76.9	19	76.0	136	76.4
Farming part-time	7	18.9	3	6.9	9	60.0	11	24.4	3	23.1	4	16.0	37	20.8
No answer							3	6.7			2	8.0	5	2.8
Total	37	100.0	43	100.0	15	100.0	45	100.0	13	100.0	25	100.0	178	100.0

TABLE 69

RESPONSES OF FAMILIES OF THE SIX-COUNTY AREA CONCERNING THE PART-TIME OCCUPATION OF THE FATHER

Other Occupation	Counties													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Salesman	4	57.0											4	57.1
Carpenter					1	50.0	2	18.1					3	10.3
Farm Manager	1	14.3					1	9.1	1	33.3			3	10.3
Retired							2	18.1			1	33.3	3	10.3
Shop worker									2	66.6			2	6.8
Steam Shovel operator	1	14.3									1	33.3	2	6.8
Case worker							2	18.1					2	6.8
County Superintendent of Schools							1	9.1					1	3.4
Grocer							1	9.1					1	3.4
Hardware owner					1	50.0							1	3.4
Gas salesman			1	33.3									1	3.4
Dairy inspector											1	33.3	1	3.4
Lawyer			1	33.3									1	3.4
Optometrist							1	9.1					1	3.4
Organizational director			1	33.3									1	3.4
Certified Public accountant	1	14.3											1	3.4
Sales Manager							1	9.1					1	3.4
Total	7	99.9	3	99.9	2	100.0	11	99.9	3	99.9	3	99.9	29	100.0

TABLE 70

RESPONSES OF FAMILIES OF THE SIX-COUNTY AREA CONCERNING OWNERSHIP OF FARMS

	Counties															
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Owner	12	32.4	11	25.5	2	13.3	31	68.8	3	23.0	10	40.0	69	38.7)	93	52.2
Owner-renter	9	24.3	2	4.6	3	20.0	5	11.1	2	15.3	3	20.0	24	13.4)		
Renter	3	8.1	13	30.2	3	20.0	5	11.1	1	7.6	1	4.0	26	14.6		
No answer	13	35.1	17	49.5	7	46.6	4	8.8	7	53.8	11	44.0	59	33.1		
Total	37	100.0	43	100.0	15	100.0	45	100.0	13	100.0	25	100.0	178	100.0		

table further shows that twenty-six, or 14.6 percent, rented land. Fifty-nine, or 33.1 percent, did not respond to this question.

As shown in Table 71, ninety-three families, or 52.2 percent, operated farms of one hundred acres or more; thirty-three families, or 18.5 percent operated farms of less than one hundred acres. Fifty-two families, or 29.2 percent, did not reply.

Highest Educational Attainment of the Fathers and Mothers. In determining the extent of the educational attainment of the parents, they were requested to check one of the following items: "elementary," "some high school," "high-school graduate," "some college," and "college graduate." The writer has concluded that although some difference of attainment does exist between the father and mother, there was not a sufficient difference to warrant discussion in this study. The outstanding fact, although shown indirectly, in Table 72 is that 230, or 64.6 percent, of the participants had attained an education beyond "some high school." The following facts were further revealed: fifty-six persons, or 15.7 percent, had completed eight grades; seventy persons, or 19.6 percent, had taken some high-school work; 140 persons, or 39.3 percent, had completed high school; fifty-five persons, or 15.4 percent, had completed some college; and thirty-five persons, or 9.8 percent, were college graduates.

TABLE 71

RESPONSES OF FAMILIES OF THE SIX-COUNTY AREA CONCERNING THE SIZE OF FARMS*

	Counties													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Large farm	17	45.9	23	53.4	8	53.3	32	71.1	4	30.7	9	36.0	93	52.2
Medium sized farm	11	29.7	2	4.6			13	28.8	2	15.3	5	20.0	33	18.5
No answer	9	24.3	18	41.8	7	46.6			7	53.8	11	44.0	52	29.2
Total	37	100.0	43	100.0	15	100.0	45	100.0	13	100.0	25	100.0	178	100.0

* Large farm, one hundred acres or more.
Medium farm, less than one hundred acres.

TABLE 72

RESPONSES OF FAMILIES OF THE SIX-COUNTY AREA CONCERNING THE H
THE FATHERS AND MOTHERS PARTICIPATING IN

Highest Educational Level	Counties							
	Auglaize		Champaign		Hardin		Logan	
	F*	M*	F	M	F	M	F	M
Elementary	18	7	4	1	4	2	5	4
Some high school	4	18	6	6		2	4	7
High-school graduate	11	12	23	18	9	6	20	16
Some college	2		8	12	2	2	8	8
College graduate	2		2	6		3	8	10
Total	37	37	43	43	15	15	45	45

* F, Father, M, Mother

TABLE 72

SIX-COUNTY AREA CONCERNING THE **HIGHEST** EDUCATIONAL ATTAINMENT OF
HERS AND MOTHERS PARTICIPATING IN THE STUDY

Counties											
Hardin		Logan		Shelby		Union		Totals			
F	M	F	M	F	M	F	M	F	M	Total	%
4	2	5	4		1	7	3	38	18	56	15.7
	2	4	7	3	8	6	6	23	47	70	19.6
9	6	20	16	7	3	7	8	77	63	140	39.3
2	2	8	8	1		4	8	25	30	55	15.4
	3	8	10	2	1	1		15	20	35	9.8
15	15	45	45	13	13	25	25	178	178	356	100.0

Data as assembled in the table indicate that the fathers and mothers who participated in the study in the six-county area were above the average in educational attainment for rural persons in Ohio or in the United States.[5]

Parents' Interest In Attending A Community College. The following question was asked to determine whether or not parents would attend a community college: "Would you as parents be interested in taking courses at a community college if it were located within driving distance of your home?" Table 73 shows that out of a total of 178 families, 103, or 57.9 percent, replied, "Yes"; twenty-four families, or 13.4 percent, replied, "No"; and fifty-one families, or 28.6 percent, did not reply to the question. It should be pointed out that most families answered this question after completing the last item of the survey inquiry. Thus before registering their interest in attending a community college the parents were given an opportunity to understand better the purposes and functions of such a college. The answers, then, represent a considered response, the result of an evening's discussion of the community college. This fact is extremely important and may account for the high percentage of parents replying that they would be interested in attending a community college.

---

[5] Bureau of the Census, Statistical Abstract of the United States, 1952 (Seventy-third Edition, Washington, D. C.) 1952, Table 132, p. 144, and p. 1,081. The National median was given as 8.4, and for the following groups was: "urban, 8.7; rural nonfarm, 8.4; and rural farm, 7.7. The Ohio medians were, State, 8.6; urban, 8.7; rural nonfarm, 8.5; and rural farm, 8.2.

TABLE 73

RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA SIGNIFYING THEIR INTEREST IN ATTENDING A COMMUNITY COLLEGE

County	Families	Would You as Parents Be Interested in Taking Courses at a Community College If It Were Located Within Driving Distance of Your Home?					
		Yes		No		No Answer	
		Number	Percent	Number	Percent	Number	Percent
Auglaize	37	18	48.6	2	5.4	17	45.9
Champaign	43	31	72.0	3	6.9	9	20.9
Hardin	15	5	33.3	6	40.0	4	26.6
Logan	45	29	64.4	8	17.7	8	17.7
Shelby	13	5	38.4	1	7.6	7	53.8
Union	25	15	60.0	4	16.0	6	24.0
Total	178	103	57.9	24	13.4	51	28.6

III. Educational Plans for the Family

This section of the study was divided into six parts as follows: (1) interest of sons and daughters in attending a four-year college, (2) four-year courses sons or daughters plan to take, (3) parents' interest in having sons or daughters attend a community college, (4) parents' reasons for wanting their children to attend a community college, (5) parents' selection of courses in general education and specific job training for their children, and (6) parents' interest in short-term courses for themselves and for their children.

Interest of Sons and Daughters in Attending a Four-Year College. As shown in Table 74, out of a total of 178 families participating, thirty-seven, or 20.7 percent, stated that their children were interested in attending a four-year college; nine, or 5 percent, replied that their children were not interested; ninety-one, or 51.1 percent, checked uncertain; and forty-one, or 23 percent, did not answer the question.

The uncertainty expressed by ninety-one families regarding their children's interest in attending a four-year college may, to some extent, be accounted for by the fact that many of their children were attending the elementary school or were below the elementary level. This might also account for some of the forty-one families not answering the question. Another reason written in was: "Our children are married and have children of their own."

TABLE 74

RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA CONCERNING THEIR CHILDRENS' INTERESTS IN A FOUR-YEAR COLLEGE

County	Families	Four-Year College							
		Yes		No		Uncertain		No Answer	
		No.	%	No.	%	No.	%	No.	%
Auglaize	37	7	18.9	2	5.4	22	59.4	6	16.2
Champaign	43	4	9.3	2	4.6	30	69.7	7	16.2
Hardin	15	4	26.6			6	40.0	5	33.3
Logan	45	16	35.5	1	2.2	18	40.0	10	22.2
Shelby	13	1	7.6			12	92.3		
Union	25	5	20.0	4	16.0	3	12.0	13	52.0
Total	178	37	20.8	9	5.0	91	51.1	41	23.0

Four-year Courses Sons or Daughters Plan To Take. As shown in Table 75, the parents indicated twelve four-year courses. Arranged according to frequency they were: agriculture, 16; nursing, 11; teaching, 7; business, 6; home economics, 5; music, 4; liberal arts and engineering, 3 each; medicine, 2; journalism and veterinary medicine, 1 each.

Parents' Interest in Having Sons or Daughters Attend a Community College. The question asked the parents was: "Regardless of how you have answered the above questions, would you be interested in having your sons or daughters attend a two-year community college (within reasonable driving distance of your home?")

The responses to this question indicate a definite interest in the community college. As shown in Table 76, 134 families, or 75.2 percent, replied, "Yes"; nine families, or 5 percent,replied, "No"; and thirty-five families, or 19.6 percent, did not answer.

Parents' Reasons for Wanting Their Children to Attend a Community College. Parents were requested to check six reason, in order of importance, as they related to their family. The reason considered to be most important was to be marked with a "1," next in importance with a "2," and so on. Table 77 shows the responses to this request and reveals the families' first choices as follows: fifty-two, or 29.2 percent, indicated "students may board and room at home"; forty-one, or 23 percent, indicated "opportunity for specific job training"; twenty-eight, or 15.7 percent, indicated

TABLE 75

RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA CONCERNING THEIR CHILDRENS' FIELD OF INTEREST

County	Families	Liberal Arts	Business	Journalism	Teaching	Music	Agriculture	Home Economics	Ministry	Medicine	Nursing	Engineering	Veterinary Medicine	Total	Per-cent	No. Ans.	Per-cent
Auglaize	37		2				2		1	1	3		1	10	27.0	27	72.9
Champaign	43			1	1	1		1						4	9.3	39	90.6
Hardin	15		1		2	2	4					1		10	66.6	5	33.3
Logan	45	3	1		4		6	1		1	6	2		24	53.3	21	46.6
Shelby	13		1				1	1			2			5	38.4	8	61.5
Union	25		1			1	3	2						7	8.0	18	72.0
Total	178	3	6	1	7	4	16	5	1	2	11	3	1	60	33.7	118	66.2

TABLE 76

INDIVIDUAL FAMILY RESPONSES OF THE SIX-COUNTY AREA TO THE QUESTION: "REGARDLESS OF HOW YOU HAVE ANSWERED THE ABOVE QUESTIONS WOULD YOU BE INTERESTED IN HAVING YOUR CHILDREN ATTEND A TWO-YEAR COMMUNITY COLLEGE WITHIN REASONABLE DRIVING DISTANCE OF YOUR HOME?"

County	Families	Yes		No		No Answer	
		Number	Percent	Number	Percent	Number	Percent
Auglaize	37	23	62.1	2	5.4	12	32.4
Champaign	43	33	76.7	2	4.6	8	18.6
Hardin	15	9	60.0	1	6.6	5	33.3
Logan	45	37	82.2	3	6.6	5	11.1
Shelby	13	12	92.3			1	7.6
Union	25	20	80.0	1	5.0	4	20.0
Total	178	134	75.3	9	5.0	35	19.6

TABLE 77

INDIVIDUAL FAMILY RESPONSES OF THE SIX-COUNTY AREA IN CHECKING, IN THE ORDE
THEIR CHILDRENS' PURPOSES IN ATTENDING A COMMUNITY
COLLEGE

Purposes	Importance									
	First		Second		Third		Fourth		Fifth	
	No.	%	No.	%	No.	%	No.	%	No.	%
Attend two years and transfer to a four year college	24	13.5	23	12.9	25	14.0	20	11.2	12	6.7
Students may board and room at home	52	29.2	34	19.1	22	12.4	14	7.9	8	4.5
Opportunity for specific job training	41	23.0	35	19.6	24	13.5	17	9.5	13	7.3
Short-term courses offered that are related to everyday living and occupations	28	15.7	34	19.1	23	12.9	13	7.3	23	12.9
Courses offered in general education	8	4.5	11	6.2	13	7.3	18	10.1	33	18.5
Students may attend part-time and work part-time	4	2.2	26	14.6	35	19.6	31	17.4	12	6.7

TABLE 77

; SIX-COUNTY AREA IN CHECKING, IN THE ORDER OF THEIR IMPORTANCE,
HILDRENS' PURPOSES IN ATTENDING A COMMUNITY
COLLEGE

Importance									
Third		Fourth		Fifth		Sixth		Total	Percent
No.	%	No.	%	No.	%	No.	%	No.	%
25	14.0	20	11.2	12	6.7	25	14.0	129	72.5
22	12.4	14	7.9	8	4.5	11	6.2	141	79.2
24	13.5	17	9.5	13	7.3	3	1.6	133	74.7
23	12.9	13	7.3	23	12.9	8	4.5	129	72.5
13	7.3	18	10.1	33	18.5	40	22.5	123	69.1
35	19.6	31	17.4	12	6.7	19	10.6	127	71.3

"short-term courses offered that are related to everyday living and occupations"; twenty-four, or 13.4 percent, indicated "attend two years and transfer to a four-year college"; eight, or 4.4 percent, indicated, "courses offered in general education"; and four, or 2.2 percent, indicated "attend part-time and work part-time."

In examining further the data in Table 77, one finds but little difference in the responses which the parents made when they checked the second and third place of importance for the reason, "attend two years and transfer to a four-year college." For the following three reasons: "students may room and board at home"; "opportunity for specific job training"; and "to get short-term courses," there is shown a close agreement in placing them as second and third in importance. The two purposes, "students may attend part-time and work part-time"; and "to secure general education courses" were ranked as third in importance.

The wide variation in the responses given as reasons for attending a community college may be understood better when one considers the fact that each family was asked to check the purposes as they related to their family. Therefore, the distribution of the responses registers the varied family backgrounds, needs, and interests. Specifically, they would further indicate that the nearness of the community college, with the opportunity for the student to receive two years or less of training for a specific job, are two important factors in the minds of parents as they consider

their children's attendance at a community college.

Parents' Interest in Courses in General Education and Specific Job Training for Their Children. Parents were requested to check a list of suggested courses that had been divided into two sections: "general education," and "specific job training." They checked those courses, in either section, according to the needs and abilities of their children. In many cases the parents checked more than one course, courses that seemed related to each other, which they would be interested in having their children take.

Table 78 lists the courses requested by parents according to the two classifications of general education and specific job training. One hundred fifty-three, or 27.2 percent, of the requests for courses were for general education, and 408, or 72.7 percent, were for specific job training.

There was a total of fifty-two different courses requested. Of that number six, or 11.5 percent, were for general education, and forty-six, or 88.5 percent, were for specific job training.

The requests for courses in general education, in the order preferred were: English, thirty-three, or 5.8 percent; mathematics, thirty, or 5.3 percent; American government, twenty-six, or 4.6 percent; science, twenty-five, or 4.4 percent; history, twenty-two, or 3.9 percent; and art, seventeen or 3 percent.

TABIE 78

NUMBER AND PERCENTAGE OF REQUESTS MADE BY PARENTS FOR COURSES WHICH THEY WOULD LIKE TO HAVE THEIR CHILDREN PURSUE IN A COMMUNITY COLLEGE

Course	Six-County Area							
	Auglaize	Champaign	Hardin	Logan	Shelby	Union	Total	Percent
General Education								
English	2	10	2	16	2	1	33	5.8
Mathematics	2	8	2	15	1	2	30	5.3
American Government	1	6	2	16	1		26	4.6
Science	4	6	3	11		1	25	4.4
History	3	5	2	10		2	22	3.9
Art	1	4		9	1	2	17	3.0
Total 6 courses or 11.5%	13	39	11	77	5	8	153	27.3
Specific Job Training								
Agriculture	6	14	6	15	2	4	47	8.4
Secretarial Work	1	17	1	16	4	3	42	7.5
Nursing	3	7	2	17	3		32	5.7
Home Making	1	8	2	14	2	2	29	5.2
Business Management	2	11		9	1		23	4.1
Carpentry	2	6		11	2	1	22	3.9
Music	3	4	1	9	2	1	20	3.5
Diesel Training	1	6		4	1	1	13	2.3
Chemistry	1	5		6			12	2.1
Health Service	1	5	1	3	1	1	12	2.1
Electrical Engineering	1	3	1	5		1	11	1.2
General Business		3		6		1	10	1.8
General Electrical Training		3		5	1	1	10	1.8
Commercial Art	1	3		4	1		9	1.6

TABLE 78 (Continued)

NUMBER AND PERCENTAGE OF REQUESTS MADE BY PARENTS FOR COURSES WHICH THEY WOULD LIKE TO HAVE THEIR CHILDREN PURSUE IN A COMMUNITY COLLEGE

Course	Six-County Area							
	Auglaize	Champaign	Hardin	Logan	Shelby	Union	Total	Percent
Dietetics		2		4	2		8	1.4
Photography	2	2		4			8	1.4
Plumbing		2		5		1	8	1.4
General Engineering	2	2		3			7	1.2
Industrial Management		2		5			7	1.2
Television Sales and Service	2	1	1	2		1	7	1.2
Civil Engineering		3		3			6	1.1
Textiles		2		3	1		6	1.1
Automotives		3	2				5	.9
Dental Technology		1	1	3			5	.9
Journalism	1	3		1			5	.9
Librarian		1		4			5	.9
Radio Sales and Service		3		1		1	5	.9
X-Ray Technology		1	1	3			5	.9
Dramatics	1	3					4	.7
Transportation General		2		2			4	.7
Public Utilities Telephone	1	2					3	.5
Mortuary Service	1	1					2	.3
Teaching		1		1			2	.3
Watch Making and Repair		1			1		2	.3
Cosmetology		1					1	.1
Buying and Purchasing Agent				1			1	.2

TABLE 78 (Continued)

NUMBER AND PERCENTAGE OF REQUESTS MADE BY PARENTS FOR COURSES WHICH THEY WOULD LIKE TO HAVE THEIR CHILDREN PURSUE IN A COMMUNITY COLLEGE

Courses	Six-County Area							
	Auglaize	Champaign	Hardin	Logan	Shelby	Union	Total	Percent
Foreign Language	1						1	.2
Optometry		1					1	.2
Public Utilities, Gas	1						1	.2
Public Utilities, Water	1						1	.2
Mechanic	1						1	.2
Medical Assistant			1				1	.2
Pharmacy			1				1	.2
Railroading		1					1	.2
R.O.T.C.	1						1	.2
Veterinarian	1						1	.2
Total 46 courses or 88.5%	37	138	18	172	24	19	408	72.7
Grand Total	59	177	29	249	29	27	561	100.0

The requests for the twelve major courses in specific job training, in the order preferred were: agriculture, forty-seven, or 8.3 percent; secretarial, forty-two, or 7.4 percent; nursing, thirty-five, or 5.7 percent; home making, twenty-nine, or 5.1 percent; business management, twenty-three, or 4.1 percent; carpentry, twenty-two, or 3.9 percent; music, twenty, or 3.5 percent; diesel training, thirteen, or 2.3 percent; chemistry, twelve, or 2.1 percent; health service, twelve, or 2.1 percent, and business, ten, and electricity, ten, or 1.7 percent, each.

Parents' Interest in Short-Term Courses for Themselves and Their Children. Item six of the survey inquiry under "Educational Plans For Our Family" requested responses to the following problem: "Below are listed short-term courses for those persons not interested in college credit or the two-year technical courses found on page two. Check two things: (1) those courses you would like to take, and (2) those courses you think your sons or daughters would like to take or those you would like to have them study."

Various courses were listed under areas, such as leisure-time activities, home and related activities, job-preparation activities, and community and related activities. Two blank columns were provided, headed by "You" and "Your Children" that were to be used in checking the courses.

Table 79 shows the number of responses for the various courses by counties, and the total number and percentage of responses for each course. The courses in the table were arranged according to the number of requests for the combined groups, "you and your children." The percentages were derived by using 178 (families) as the base.

The first eighteen courses desired by parents for their own improvement were: farm law, welding, carpentry, practical electricity, cooking for the family, bookkeeping, child care and childrens' diseases, feeding cattle, feeding hogs, working together as groups, community planning, health in the home, school, and community, teaching Sunday-school, marriage and family life, crafts, speech training, religion, and budgeting your income.

The first sixteen courses desired by parents for their children were: music, sewing for beginners, bookkeeping, spelling, practical electricity, speech training, welding, carpentry, cooking for the family, marriage and family life, crafts, budgeting your income, automobile repair, business management, art, and mathematics.

The first twenty-five courses indicated by parents as a combined group, "you and your children," were: welding, practical electricity, bookkeeping, farm law, carpentry, cooking for the family, sewing for beginners, music, speech training, marriage and family life, feeding hogs, feeding cattle, working together as groups, crafts, child care and childrens' diseases, community planning,

TABLE 79

NUMBER AND PERCENTAGE OF SHORT-TERM COURSES THAT PARENTS WERE INTERESTED CHILDREN PURSUE AT A COMMUNITY COLLEGE

Courses	Six-County Area									
	Number									
	Auglaize		Champaign		Hardin		Logan		Shelby	
	Y*	YC*	Y	YC	Y	YC	Y	YC	Y	YC
Welding	9	6	17	10	7	1	8	7	5	1
Practical Electricity	4	6	11	12	3	3	12	13	2	2
Bookkeeping	4	6	11	12	3	3	12	13	2	2
Farm Law	10	3	14	5	6		17	3	6	2
Carpentry	7	4	8	8	2	2	14	7	7	2
Cooking for the Family	7	1	13	8	3		13	8	4	3
Sewing for Beginners	3	6	7	9	1	4	4	13	2	6
Music	5	9	10	10	1	4	6	11		4
Speech Training	4	10	3	3	2	3	13	10	2	2
Marriage and Family Life	4	3	7	10	3	1	6	4	5	2
Feeding Hogs	7	5	10	6	4	1	4	2	4	
Feeding Cattle	4	2	10	6	5	1	6	2	6	1
Working Together as Groups	4	2	13	7	1	1	5	4	2	
Crafts	3	2	8	4	3	2	10	9		1
Child Care and Children Diseases	6	1	7	3			13	4	8	
Community Planning	3	2	12	5		1	8	2	4	3
Spelling	2	16	3	5			3	8		2
Budgeting your Income	5	3	5	3	1	1	3	12	4	1
Health in the Home, School and Community	4	1	8	5	2	1	8	2	4	2
Religion	3	3	7	6	1	2	9	3	2	1
Business Management	5	5	8	7	1	3	3	2		2
Teaching Sunday School	2		6	4	2	2	12	3	2	1
Repairing Automobiles	3	3	7	11	1		4	4	1	1
Art		2	9	5			6	9		1
Current Problems			8	5	2		7	3	1	1

* Y-you, YC-your children.

TABLE 79

THAT PARENTS WERE INTERESTED IN TAKING AND IN HAVING THEIR
PURSUE AT A COMMUNITY COLLEGE

Six-County Area												
							Sub-total				Total	
ardin	Logan		Shelby		Union		Number				Number	
YC	Y	YC	Y	YC	Y	YC	Y	%	YC	%	Y & YC	%
1	8	7	5	1	3	2	49	27.5	27	15.1	76	42.7
3	12	13	2	2	5	1	37	20.7	37	20.7	74	41.5
3	12	13	2	2	5	1	37	20.7	37	20.7	74	41.5
	17	3	6	2	4	2	57	32.0	15	8.4	72	41.0
2	14	7	7	2	5	2	43	24.1	25	14.0	68	32.2
	13	8	4	3	2	2	42	23.6	22	12.3	64	35.9
4	4	13	2	6	1		18	10.1	38	21.3	56	31.4
4	6	11		4	1		17	9.5	38	21.3	55	30.9
3	13	10	2	2			24	13.4	28	15.7	52	29.2
1	6	4	5	2	1	2	26	14.6	22	12.3	48	26.9
1	4	2	4		2	2	31	17.4	16	8.9	47	26.4
1	6	2	6	1	2	2	33	18.5	14	7.8	47	26.4
1	5	4	2		6	2	31	17.4	16	8.9	47	26.4
2	10	9		1	2	4	24	13.4	21	11.8	45	25.2
	13	4	8				34	19.1	8	4.4	42	23.6
1	8	2	4	3	2		29	16.1	13	7.3	42	23.6
	3	8		2		2	8	4.4	33	18.5	41	23.0
1	3	12	4	1	2		20	11.2	20	11.2	40	22.4
1	8	2	4	2	2	1	28	15.7	12	6.7	40	22.4
2	9	3	2	1	1	1	23	12.9	16	8.9	39	21.9
3	3	2		2	2		19	10.6	19	10.6	38	21.8
2	12	3	2	1	2	1	26	14.6	11	6.1	37	20.7
	4	4	1	1	1	1	17	9.5	20	11.2	37	20.7
	6	9		1	2	1	17	9.5	18	10.1	35	19.6
	7	3	1	1		1	18	10.1	10	5.6	28	15.7

TABLE 79 (Continued)

NUMBER AND PERCENTAGE OF SHORT-TERM COURSES THAT PARENTS WERE INTERESTED PURSUE AT A COMMUNITY COLLEGE

Courses	Six-County Area									
	Number									
	Auglaize		Champaign		Hardin		Logan		Shelby	
	Y	YC	Y	YC	Y	YC	Y	YC	Y	YC
Mathematics	1	2	3	6	1	2	2	5		2
Television Repair	1	3	5	4			3	4	1	
Local History	2		4	2		1	5	3	1	1
Recreation Management and Supervision	1	2	3	4	1	3	3	3		
Blue Print Reading	1	4	3	2			3	4		1
Goverment Agencies			6	1	1		3	1	2	
Arithmetic		4	1	2		1		2		2
Current History	3	1	2	1	2		2	2		1
Dramatics		1	1	2		3	1	2		1
State History	1		2	1			4	2		
Public Speaking			5	1				1	2	1
Debate	1	1					3	3	1	1
Open Forum Training			3	1		1	1	2		
Short Story Writing			4	1			1			1
Radio Repair		1		2			1	3		
General History							2			
Tractor and Machine Repair		1								
Cooperatives	1									
Dairy Management			1							
Diesel			1							
Home Nursing			1							
Inventing	1									
Photography								1		
Political Geography			1							
Relation between Man, Soil and Health			1							
Soil Chemistry							1			
World Affairs			1							

TABLE 79 (Continued)

THAT PARENTS WERE INTERESTED IN TAKING AND IN HAVING THEIR CHILDREN
COMMUNITY COLLEGE

Six-County Area												
							Sub-total				Total	
rdin	Logan		Shelby		Union		Number				Number	
YC	Y	YC	Y	YC	Y	YC	Y	%	YC	%	Y & YC	%
2	2	5		2	1	1	8	4.4	18	10.1	26	14.6
	3	4	1				10	5.6	11	6.1	21	11.8
1	5	3	1	1	1		13	7.3	7	3.9	20	11.2
3	3	3					8	4.4	12	6.7	20	11.2
	3	4		1		1	7	3.9	12	6.7	19	10.6
	3	1	2		2		14	7.8	2	1.1	16	8.9
1		2		2	1	1	2	1.1	12	6.7	14	7.8
	2	2		1			9	5.0	5	2.8	14	7.8
3	1	2		1	1		3	1.6	9	5.0	12	6.7
	4	2			1		8	4.4	3	1.6	11	6.1
		1	2	1			7	3.9	3	1.6	10	5.6
	3	3	1	1			5	2.8	5	2.8	10	5.6
1	1	2			1		5	2.8	4	2.2	9	5.0
	1			1	1		6	3.3	2	1.1	8	4.4
	1	3					1	.5	6	3.3	7	3.9
	2						2	1.1			2	1.1
									1	.5	1	.5
							1	.5			1	.5
							1	.5			1	.5
							1	.5			1	.5
							1	.5			1	.5
							1	.5			1	.5
		1							1	.5	1	.5
							1	.5			1	.5
							1	.5			1	.5
	1						1	.5			1	.5
							1	.5			1	.5

IV. High-School Offerings in Relation to the Educational Needs of the Youth of the Community

This section contains an analysis and an interpretation of answers of the four following questions in regard to school offerings: Are the offerings adequate, (1) in meeting the needs of the physically and mentally handicapped youth, (2) in meeting the vocational needs of youth, (3) in meeting the college preparatory needs of youth, and (4) in meeting the citizenship needs of youth?

Parents were requested to answer each question in regard to adequacy by checking good, fair, or poor. They were reminded that they were rating the offerings, not the administrator, the teacher, or the board member. Thus the rating would be an opinion concerned only with the school's subject and extra-curricular offering.

Many parents in the older age group and in the younger age group did not answer because they felt that they were not well enough acquainted with the various offerings to give a fair opinion. This feeling would account for the 152, or 21.4 percent, (base of 712) who did not reply.

As shown in Table 80, the data indicated that the opinions of parents in regard to the high school offerings of the schools in the six-county area were as follows:

TABLE 80

RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA TO THE QUESTION: "ARE THE OFFERINGS OF YOUR HIGH SCHOOL ADEQUATELY MEETING THE EDUCATIONAL NEEDS OF THE YOUTH OF YOUR COMMUNITY

Needs	Number of Families Answering	Six-County Area									
		Good		Fair		Poor		No Answer		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Physical and mental handicaps	178	4	2.5	27	15.2	107	60.1	40	22.5	178	100.0
Vocational	178	35	19.7	87	48.8	22	12.4	34	19.1	178	100.0
College preparatory	178	52	29.2	76	42.7	14	7.9	36	20.2	178	100.0
Citizenship	178	30	16.8	85	47.8	21	11.8	42	23.6	178	100.0
Total	712	121	17.0	275	38.6	164	23.0	152	21.4	712	100.0

(1) The line 'total' shows a composite rating for the four needs as follows: one hundred twenty-one, or 17.0 percent, rated their school offerings as good; two hundred seventy-five, or 38.6 percent, fair; and one hundred sixty-four, or 23 percent, poor; one hundred fifty-two, or 21.4 percent did not reply.

(2) The adequacy of offerings in meeting the needs of the physically and mentally handicapped: four families, or 2.2 percent, good; twenty-seven families, or 15.2 percent, fair; and 107 families, or 60.1 percent, poor; forty families, or 22.5 percent did not reply.

(3) The adequacy of offerings in meeting vocational needs: thirty-five families, or 19.7 percent, good; eighty-seven families, or 48.8 percent, fair; and twenty-two families, or 12.4 percent, poor; thirty-four families, or 19.1 percent did not reply.

(4) The adequacy of offerings in meeting college preparatory needs: fifty-two families, or 29.2 percent, good; seventy-six families, or 42.7 percent, fair; and fourteen families, or 7.9 percent, poor; thirty-six families, or 20.2 percent did not reply.

(5) The adequacy of offerings in meeting citizenship needs: thirty families, or 16.8 percent, good; eighty-five families, or 47.8 percent, fair; and twenty-one families, or 11.8 percent, poor; forty-two families, or 23.6 percent did not reply.

These responses reveal that rural people are aware of definite weaknesses in the curriculum of their schools. They feel that the college-preparatory needs are met better than any other, while the needs of the physically and mentally handicapped are woefully neglected.

Although not evidenced in the table above, many parents voiced the opinion, during the discussion, that the community college, acting as a service agency to meet the needs of the community, would tend to improve the offerings of the secondary school.

Parents' Suggestions for Improving the High School. Immediately following the critical evaluation reported above, parents were asked to write their suggestions for alteration and improvement of the high school. A majority did not respond to this request, but those who did respond offered definite suggestions. These suggestions were grouped as follows: new or improved courses, guidance, discipline, teachers, and general, and are quoted as follows:

New or Improved Courses.

Family living and child care
Improved practices in teaching English and writing
An extended course in vocational agriculture
A more flexible course of study along general lines with less technical training
Courses to aid the student in understanding actual living
More practical courses
Courses in citizenship training
More college-preparatory courses; fewer vocational
An improved health program

Guidance.

Schools should improve the educational guidance program
Courses offered should be on the student's level
Vocational aptitude testing should be introduced in the school
To provide better understanding between the student, parent, and teacher, the school should offer courses in adult education
Teachers should be more friendly

The student council should be a part of the school program
The slow learner should be given needed attention
A guidance counselling service should be provided each school
There should be closer integration of the grade and high school
The exceptionally brilliant student should be given needed attention

Activities.

Less athletics and more stress on scholarship
More attention to physical training in the elementary school
More devotional periods
Fewer school activities with more time given to the home
More emphasis on intramural athletics
More stress on the student council activity

Discipline and Teachers.

The community should support needed discipline
Teachers and administrators should be given authority to discipline students
Teachers and administrators should not favor certain students, especially those of school-board members
More and better trained teachers are needed
Higher salaries should be paid our teachers
Special attention should be given to improving discipline or school busses
Teacher tenure is a good practice and should be followed
Teachers who are more interested in children than in salaries are needed

General Suggestions.

The practice of double grades should be discouraged
The people concerned should decide whether or not they want to consolidate school districts
Small and weak school districts should be consolidated
Schools need more and better equipment
The school and the community should take active part in recruiting teachers
Our people need a broader view of school problems, that is, as a county and not as a township or village

Grades 13 and 14 should be added to our secondary schools if the people desire it
More parental interest in student activities and in school work should be manifested
More emphasis should be placed upon sportsmanship and less upon the final score
Better examples by adults than we now have
Better schools demand more home work
More efficient methods to screen out communistic teachers are needed
The community college would improve our secondary-school system

Although many parents did not answer this question, practically all who did answer it expressed the opinion that schools should give less attention to athletics and more attention to discipline and scholarship.

V. Learning Goes On—Five Basic Problems

This section of the community-college-survey inquiry set forth five problems basic to the establishment of a community college. The five problems as listed in this survey inquiry were identical with those of the state-wide poll sent to all Farm Bureau Advisory Councils in Ohio. Differences and similarities in responses will be pointed out as the study proceeds.

The five problems were: (1) Legislation, divided into two parts, (a) "Do you think that your community needs to offer further educational opportunities to the youth and adults of your community" and (b) "Would you favor permissive legislation, allowing the people

of a given area to vote on this question?" (2) Support, (3) Organization, (4) Location, and (5) Teaching staff for short-term courses.

Problem One, Further Educational Needs: (a) Concerned with offering further educational opportunities. It should be remembered that the rural family answering the survey inquiry was free to discuss with the writer any problem pertaining to this question. The family had read and studied the Advisory Guide either before or at the time of completing the survey inquiry.

As shown in Table 81, 150 families, or 84.3 percent, replied, "Yes," to offering further educational opportunities, while only six families, or 3.4 percent, replied, "No." Twenty-two families, or 12.3 percent, did not reply to this question. In comparing the percentages above with those given in the state-wide poll in Chapter IV to the same question one finds that the "Yes" responses were 73.9; and "No" responses were 26.0. These differences may be explained by the fact that the six-county survey inquiry was completed in the presence of the writer and the families were free to ask questions and discuss with him the problems under discussion.

Problem One: (b) permissive legislation. As shown in Table 81, 140 families, or 78.6 percent, indicated they would favor permissive legislation; four families, or 2.2 percent, replied, "No." Thirty-four families, or 19.1 percent, did not reply. On the same question in the state-wide poll the percentages were 80.8, "Yes," 19.2, "No."

TABLE 81

RESPONSES OF INDIVIDUAL FAMILIES IN THE SIX-COUNTY AREA TO TWO QUESTIONS CONCERNING FURTHER EDUCATIONAL NEEDS

Six County Area	Do You Think That Your Community Needs to Offer Further Educational Opportunities to Youth and Adults?						Would You Favor Permissive Legislation, Allowing the People of a Given Area to Vote on This Question?					
	Yes		No		No Answer		Yes		No		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Auglaize	34	91.9	1	2.7	2	5.4	34	91.9	1	2.7	2	5.4
Champaign	35	81.4			8	18.6	35	81.4			8	18.6
Hardin	7	46.6	3	20.0	5	33.3	9	60.0	1	6.7	5	33.3
Logan	40	88.9	1	2.2	4	8.8	40	88.9	1	2.2	4	8.8
Shelby	13	100.0									13	100.0
Union	21	84.0	1	4.0	3	12.0	22	88.0	1	4.0	2	8.0
Total	150	84.3	6	3.4	22	12.3	140	78.6	4	2.2	34	19.1

These data reveal that farm people participating in the survey are overwhelmingly in favor of offering further educational opportunities to the youth and adults, and are willing to support legislation that would permit them to do so.

Problem Two, Finance: "How should a community educational program, above the high-school level, be financed?" The farm families participating were requested to check one of the following plans as being, in their opinion, the best means of financing the program: (1) local taxes only, (2) state support only, (3) student tuition entirely, (4) state and local support evenly divided, (5) state and local support with minimum tuition, (6) local taxes with minimum tuition, and (7) state support with minimum tuition.

This problem of financial support for an institution dedicated to serving the needs of a community and open to all persons, stirred a common interest among the families and prompted such questions as:

> If we would get permissive legislation and didn't use it in our community, but other communities did, wouldn't we be taxed to help support our neighbors' educational center?
>
> If it is to be a community college, shouldn't the community it serves furnish the main means of financial support?
>
> Should or should not tuition be charged? If we don't charge tuition wouldn't every boy or girl in the community be sent there just to see what it was all about or to pass away the time?

> Wouldn't the only fair way to secure financial support be to have the local people contribute a share, the state a share, and the student a share?
>
> Business and industry should be interested in community educational centers as they would benefit indirectly. I feel that they would give toward its support. At the present time certain departments in high schools are fairly well equipped by various business concerns.

As shown in Table 82, by examining the line, 'Total,' one finds the choices, in the order preferred, to be: One hundred four families, or 58.4 percent, favored the plan, "state and local support with minimum tuition"; nineteen families, or 10.7 percent, favored the plan, "state and local support evenly divided"; twelve families, or 6.7 percent, favored the plan, "state support with minimum tuition"; ten families, or 5.6 percent, favored the plan,"local taxes with minimum tuition"; seven families, or 3.9 percent, favored the plan, "student tuition only"; four families, or 2.2 percent, favored the plan, "local taxes only"; and one family, or .6 percent, favored the plan, "state support only." Although not shown in the table, twenty-one families, or 11.8 percent, did not respond to this problem.

In comparing the returns of the state-wide poll in Chapter IV with those from the six-county survey inquiry on the question of financial support, one finds both returns in agreement on first choice, "state and local support with minimum tuition." The area

TABLE 82

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA TO THE QUESTION: "HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH SCHOOL LEVEL, BE FINANCED?"

Six County Area	Six-County Area													
	Local Taxes Only		State Support Only		Student Tuition Entirely		State and Local Support Evenly Divided		State and Local Support with Minimum Tuition		Local Taxes with Minimum Tuition		State Support with Minimum Tuition	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Auglaize					2	5.4	3	8.1	20	54.0	1	2.7	5	13.5
Champaign					1	2.3	6	13.9	21	48.8	2	4.6	2	4.6
Hardin			1	6.7			3	20.0	6	40.0	1	6.7	2	13.3
Logan	2	4.4			1	2.2	1	2.2	37	82.2	2	4.4	2	4.4
Shelby					2	15.4	2	15.4	8	61.5			1	7.7
Union	2	8.0			1	4.0	4	16.0	12	48.0	4	16.0		
Total	4	2.2	1	.6	7	3.9	19	10.7	104	58.4	10	5.6	12	6.7

of greatest divergence of opinion is found for the plan, "student tuition entirely," where the state-wide poll gives it second place with a percentage of 24.5, while the six-county returns place it in fifth place with a percentage of 3.9.

Problem Three, Organization: The six-county area returns to this problem are shown in Table 83. The three suggested plans of organization were favored as shown by the following percentages: "Select a conveniently located high school, extend it to include grades 13 and 14," 35.9 percent; "Erect or secure a separate building to house the community college," 33.1 percent; and "Broaden the program of a nearby college or university to include the community college," 23.0 percent.

The state-wide returns as shown in Table 52 indicate a definite leaning toward the plan whereby a conveniently located high school should be extended to include grades 13 and 14. This preference may be explained by one or more of the following facts: (1) the high esteem in which the school is held by rural people, (2) the distance of a college or a university from their area, and (3) the financial program involved in a building-program for a community college.

Problem Four, Distance: "How far would you be willing to drive or have your children drive to attend a community college?"

TABLE 83

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA CONCERNING THE RELATIONSHIP OF THE COMMUNITY COLLEGE TO THE HIGH SCHOOL

Six-County Area	Organization							
	Use a Conveniently Located High School; Extend It to Include Grades 13 and 14		Erect or Secure a Separate Building to House the Community College		Broaden the Program of a Nearby College or University to Include the Community College		No Answer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Auglaize	26	70.2	9	24.3	1	2.7	1	2.7
Champaign	8	18.6	2	4.6	31	72.0	2	4.6
Hardin	7	46.6	1	6.6	5	33.3	2	13.3
Logan	11	24.4	27	60.0	2	4.4	5	11.1
Shelby	3	23.0	9	69.2			1	7.6
Union	9	36.0	11	44.0	2	8.0	3	12.0
Total	64	35.9	59	33.1	41	23.0	14	7.9

As shown in Table 84, eighty-eight families, or 49.4 percent, replied, "not over twenty miles"; sixty-four families, or 35.9 percent, replied, "not over ten miles"; seven families, or 3.9 percent, replied, "not over five miles"; and three families, or 1.7 percent, replied, "not over thirty miles," sixteen families, or 8.9 percent, did not reply.

The data indicate a wide variance of opinion on the problem of how far would one drive to attend a community college. Council members from Shelby, Logan, and Champaign Counties expressed a willingness to drive greater distances by the percentages 69.2, 64.4 and 60.5, respectively, for "not over twenty miles."

The returns from the six-county area indicate a willingness of rural people to drive greater distances than do the returns of those from the state-wide poll. Table 85 is arranged to allow a quick comparison.

The percentages cited in Table 85 indicate that families replying from the six-county area have signified a willingness to drive greater distances than those members replying in the state-wide poll. This difference may again be explained by the fact that the members of the six-county area had an opportunity to discuss the problem with the writer prior to registering their opinions.

Problem Five, Teaching Staff: "Who should serve, in your opinion, as instructors for the short-term courses offered as

TABLE 84

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA TO THE QUESTION: "HOW FAR WOULD YOU BE WILLING TO DRIVE OR HAVE YOUR CHILDREN DRIVE TO ATTEND A COMMUNITY-EDUCATIONAL COLLEGE

Six-County Area	Not Over 30 Miles		Not Over 20 Miles		Not Over 10 Miles		Not Over 5 Miles		No Answer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Auglaize			11	29.7	16	43.2	5	13.5	5	13.5
Champaign	1	2.3	26	60.4	12	27.9	1	2.3	3	6.9
Hardin	2	13.3	1	6.6	7	46.6			5	33.3
Logan			29	64.4	15	33.3			1	2.2
Shelby			9	69.2	3	23.0			1	7.6
Union			12	48.0	11	44.0	1	4.0	1	4.0
Total	3	1.7	88	49.4	64	35.9	7	3.9	16	8.9

TABLE 85

PERCENTAGE COMPARISON OF THE SIX-COUNTY AND THE STATE-WIDE RETURNS REGARDING DISTANCE FAMILIES WOULD DRIVE TO ATTEND A COMMUNITY EDUCATIONAL CENTER*

Area	Not Over 30 Miles	Not Over 20 Miles	Not Over 10 Miles	Not Over 5 Miles
Six-county	1.7	49.4	35.9	3.9
State-wide	5.3	26.9	50.2	17.5

* Data derived from Tables 58 and 84.

evening classes?" The purpose of the question was to direct the thinking of rural people toward their own and their neighbors' potentialities and abilities in lifting themselves by their own bootstraps.

To assist the participating families in naming qualified persons as instructors, six community groups were listed, and the families were requested to check one or more of the groups from which instructors could be drawn. A separate space was prepared for other suggestions. In this space many wrote: "use any qualified person," "select people with hobbies," "The Ohio State University Extension," "why not housewives," "we should use retired college professors," and "we suggest the use of state specialists."

As shown in Table 86, the advisory council members were of the opinion that all groups named could serve as available sources for instructors for short-term courses. Preferences were apparent, however, and the groups as preferred were: agricultural agency leaders, listed by one hundred thirty-eight families, or 77.5 percent; local professional people, listed by 111 families, or 62.3 percent; public school teachers and officials, and local farmers, listed by ninety-four families, or 52.8 percent; nearby college professors listed by eighty-four families, or 47.1 percent; and local businessmen listed by seventy-eight families, or 43.8 percent.

TABLE 86

NUMBER AND PERCENTAGE OF RESPONSES OF INDIVIDUAL FAMILIES OF THE SIX-COUNTY AREA TO THE PROBLEM OF WHO COULD SERVE AS INSTRUCTORS FOR THE SHORT-TERM COURSES IN THE COMMUNITY COLLEGE

Six-County Area	Teaching Staff											
	Agricultural Agency Leaders		Public-School Teachers and Officers		Local Professional People		Local Farmers		Local Business Men		Nearby College Professors	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Auglaize	30	81.0	17	45.9	18	48.6	21	56.7	13	35.1	12	32.4
Champaign	34	79.0	23	53.4	28	65.1	23	53.4	16	37.2	21	48.8
Hardin	9	60.0	6	40.0	6	40.0	3	20.0	3	20.0	7	46.6
Logan	38	84.4	31	68.8	34	75.5	26	57.7	28	62.2	30	66.6
Shelby	10	76.9	6	46.1	10	76.9	7	53.8	6	46.1	4	30.7
Union	17	68.0	11	44.0	15	60.0	14	56.0	12	48.0	10	40.0
Total	138	77.5	94	52.8	111	62.3	94	52.8	78	43.8	84	47.2

Table 87 is arranged to show a percentage comparison of the six-county and the state-wide returns to this problem. The percentages given in the table show that in both the six-county area and in the state-wide returns, the order of preference were identical, as follows: (1) agricultural agency leaders, (2) local professional people, (3) public school teachers and officials, (4) local farmers, (5) nearby college professors, and (6) local businessmen.

Summary

The data assembled in this chapter represent the thinking and opinions of 178 farm families within a six-county area who were members of Ohio Farm Bureau Advisory Councils.

The following topics were discussed, and pertinent information for each topic is summarized to facilitate the reader's understanding of the problem under study.

Highest Educational Attainment. Out of the 356 fathers and mothers, 230, or 64.6 percent, had attained an education of high-school level or above. This educational attainment is considerably above the average for rural and rural nonfarm people for Ohio or the nation.

TABLE 87

PERCENTAGE COMPARISON OF THE SIX-COUNTY AND THE STATE-WIDE RETURNS REGARDING INSTRUCTORS FOR SHORT-TERM COURSES IN THE COMMUNITY COLLEGE*

Area	Agricultural Agency Leaders	Public-School Teachers and Officials	Local Professional People	Local Farmers	Local Businessmen	Nearby College Professors
	Percent					
Six-county	77.5	52.8	62.3	52.8	43.8	47.2
State-wide	73.8	46.1	46.5	42.9	36.8	41.8

* Data derived from Tables 86 and 64.

Parents' Interest in Attending a Community College. Out of the 178 families, 103, or 57.9 percent, were interested in attending a community college.

Interest of Sons and Daughters in a Four-Year College. Thirty-seven families, or 20.8 percent, stated that their children were interested in attending a four-year college or university; 91 families, or 51.1 percent, indicated uncertainty.

Four-Year Courses Sons or Daughters Plan to Take. The fields of interest in the order of frequency were: agriculture, nursing, teaching, business, home economics, music, liberal arts, engineering, medicine, journalism, and veterinary medicine.

Parents' Interest in Sons' and Daughters' Attendance at a Community College. One hundred thirty-four families, or 75.3 percent, stated that they would like to have their sons or daughters attend a community college; only nine families, or 5 percent, replied that they would not like to have them attend such a school.

Parents' Reasons for Sons or Daughters Attending a Community College. A wide range is indicated in the replies of parents in regard to the reason or purposes for attending a community college. This difference may be due to the various interests of different families. Those reasons ranked as of first importance were: opportunity for students to room and board at home, which was checked

by fifty-two families, or 29.2 percent; opportunity for specific job training, which was checked by forty-one families, or 23 percent; opportunity to get short-term courses related to everyday living and occupations, which was checked by twenty-eight families, or 15.7 percent; opportunity to attend two years and transfer to a four-year college or university, which was checked by twenty-four families, or 13.5 percent; opportunity to get courses in general education, which was checked by eight families, or 4.5 percent; and the opportunity to attend part-time and work part-time, which was checked by four families, or 2.2 percent.

Parents' Interest in Courses in General Education and Specific Job Training for Their Sons and Daughters. Courses in general education in the order preferred were: English, mathematics, American government, science, history, and art.

Courses in specific job training in the order preferred were:

Course	Number	Percent
Agriculture	47	8.4
Secretarial training	42	7.5
Nurses training	32	5.7
Home making	29	5.2
Business management	23	4.1
Carpentry	22	3.9
Music	20	3.5
Diesel engineering	13	2.3
Chemistry	12	2.1
Health Service	12	2.1

Course	Number	Percent
Electrical engineering	11	1.9
Business	10	1.7
General Electrical training	10	1.8
Photography	8	1.4
Plumbing	8	1.4
Commercial art	8	1.4
Dietetics	8	1.4
Industrial management	7	1.2
General engineering	7	1.2
Television sales and service	7	1.2
Textiles	6	1.1
Civil engineering	6	1.1
Journalism	5	0.9
X-Ray Technician	5	0.9
Automotives	5	0.9
Library training	5	0.9
Radio sales and service	5	0.9
Dental Technologist	5	0.9
Dramatics	4	0.7
Transportation, general	4	0.7
Public utilities, telephone	3	0.5
Mortuary service	2	0.3
Watch making and repair	2	0.3
Teaching	1	0.2
Cosmetology	1	0.2
Optometry	1	0.2
Railroading	1	0.2
Foreign languages	1	0.2
Buying and purchasing	1	0.2
Mechanic	1	0.2
Medical assistant	1	0.2
Pharmacy	1	0.2
ROTC	1	0.2
Veterinary medicine	1	0.2
Public utilities, gas	1	0.2
Public utilities, water	1	0.2

Short-term Courses for Parents and Their Children. A total of fifty short-term courses was listed by parents as those which they would be interested in taking. A total of forty-two short-term courses was listed by parents as courses they felt would be of interest to their sons and daughters.

Adequacy of Present High-School Offerings. Responses to this question reveal that rural people are aware of definite weaknesses in the curriculum of their schools. In considering school offerings in terms of how well they meet the needs of the physically and mentally handicapped, vocational needs, college preparatory needs, and citizenship needs of all the youth, the families were of the following opinion: The 178 families gave a composite rating with 121 families, or 17 percent, rating the offerings as good; 275, or 38.6 percent, rating the offerings as fair; and 164, or 23 percent, rating the offerings as poor.

Parents' Suggestions for Improving the Secondary School. Thirty-eight suggestions were listed with major emphasis for improvement placed upon de-emphasizing athletics and enforcing more rigid discipline.

Five Basic Problems. Problems considered that were pertinent to the establishment of a community college were the same ones found in the state-wide poll.

The responses to the question of offering further educational opportunities to youth and adults, and to permissive legislation were favorable with 84.3 percent and 78.6 percent respectively.

In response to the problem of financial support the plan, state and local support with minimum tuition, received substantial support in that 58.4 percent of the parents listed it as their preference. Their second choice was the plan, state and local support evenly divided, but it was favored by only 10.7 percent.

The replies to the question of organization showed that 35.9 percent were in favor of using a conveniently located high school, extending it to include grades 13 and 14: 33.1 percent were in favor of erecting or securing a separate building to house the community college; and 23 percent were in favor of broadening the program of a nearby college or university to include the community college.

In answer to the question of location of a community college, which was a matter of driving distance, 49.4 percent, replied, "not over twenty miles"; 35.9 percent, replied, "not over ten miles"; 3.9 percent, replied, "not over five miles"; and 1.7 percent, replied, "not over thirty miles."

In response to the question of who could qualify as instructors for short-term courses, the following percentages were derived: 77.5 for agricultural agency leaders; 62.3 for local professional

people; 52.8 each for public school teachers and school officials, and local farmers; 47.2 for college professors; and 43.8 for local businessmen.

CHAPTER VI

THE OPINIONS OF THE SENIORS AND THEIR PARENTS CONCERNING FURTHER EDUCATIONAL NEEDS

Introduction

This chapter furnishes evidence of the educational needs of the 1952-1953 high-school seniors of the six counties, Auglaize, Champaign, Hardin, Logan, Shelby, and Union, as contained in the replies of the seniors and their parents to a questionnaire submitted to them during the month of February, 1953. For ease of tabulation and interpretation the chapter is divided into three parts as follows: Part I, the seniors, Part II, the parents, and Part III, matched pairs of seniors and parents. Topics in Part I, treated in the order of their occurrence, are: (1) background of the seniors, (2) future plans of the seniors, (3) colleges seniors plan to attend, (4) reasons why some seniors do not expect to go to college, (5) occupations seniors expect to follow, (6) seniors' interest in a public-community college, (7) seniors' interest in the location of a community college, and (8) seniors' purpose in attending a community college.

Topics in Part II, treated in the order of their occurrence, are: (1) future plans for seniors, (2) colleges parents would

like to have their children attend, (3) reasons why some seniors may not attend college, (4) occupations parents would like to have their sons and daughters follow as a life work, (5) parents' interest in having their children attend a community college, (6) parents' interest in the location of a community college, and (7) parents' purposes in sending their sons and daughters to a community college.

As shown in Table 88, thirty-nine high schools of the forty-eight in the six-county area, or 81.3 percent, participated in the study. Six hundred two seniors, or 68.9 percent of the 874 seniors, returned completed questionnaires.

Table 111 reveals that of 874 questionnaires distributed to the parents of the six-county area, 382, or 43.7 percent, were returned.

Part One: The Seniors

Background of the Seniors. Table 89 gives the age and sex of the high-school seniors who participated in the survey. The ages of the seniors ranged from sixteen to twenty, with the greatest number in the eighteen-year group. Of the 602 seniors, .5 percent were sixteen years old; 41.2 percent were seventeen; 51.5 percent were eighteen; 6.3 percent were nineteen;

TABLE 88

NUMBER AND PERCENT OF SCHOOLS AND NUMBER AND PERCENT OF SENIORS IN THE SIX-COUNTIES PARTICIPATING IN THE STUDY

	Schools			Seniors		
County	Number of Schools	Number Participating	Percent	Number	Number Participating	Percent
Auglaize	6	3	50.0	137	51	37.2
Champaign	11	5	45.4	172	116	67.4
Hardin	7	7	100.0	141	109	77.3
Logan	11	11	100.0	185	183	98.9
Shelby	7	7	100.0	126	109	86.5
Union	6	6	100.0	113	34	30.1
Total	48	39	81.3	874	602	68.9

TABLE 89

AGES OF HIGH-SCHOOL SENIORS IN THE SIX-COUNTY AREA

Ages	Number						
	Boys		Girls		Boys and Girls*		
	No.	%	No.	%	No.	%	
16 years	1	.3	2	.7	3	.5	
17 years	106	36.2	142	45.9	248	41.2)	
18 years	162	55.3	148	47.9	310	51.5)	92.7%
19 years	23	7.9	15	4.8	38	6.3	
20 years	1	.3	2	.7	3	.5	
Total	293	100.0	309	100.0	602	100.0	

* Two hundred ninety-three, or 48.7 percent were boys and 309 or, 51.3 percent were girls.

and .5 percent were twenty. Five hundred fifty-eight, or 92.7 percent of the total number of seniors, were in the seventeen-year and eighteen-year groups. Of the 602 seniors, 48.7 percent were boys, and 51.3 percent were girls.

Future Plans of the Seniors. Table 90 gives the responses of the seniors of the Area to the question: "What do you plan to do upon graduation from high school?"

Of the 602 seniors who took part in the survey, 18.6 percent planned to attend college four years and to secure a degree; 12.8 percent planned to attend college less than four years; 26.6 percent planned to stop their formal education and go to work; 7.5 percent planned to go to work but to continue their education through short-term courses; 3.3 percent planned to stop their formal education and to get married; 1.5 percent planned to get married but to continue their education through short-term courses; 4.3 planned to enter military service; and 25.4 percent were uncertain in regard to future plans.

In grouping related plans the following facts are evident: Of the 602 seniors, 31.4 percent planned to attend college for four years or for a shorter period; 43.2 percent had other plans; and 25.4 percent were uncertain in regard to future plans. The writer would assume that the 12.8 percent who stated that they planned to attend college less than four years, the 7.5 percent who stated that they planned to go to work but to continue

TABLE 90

THE HIGH-SCHOOL SENIORS' REPLIES TO THE QUESTION: "WHAT DO YOU PLAN TO DO UPON GRADUATION FROM HIGH SCHOOL?"

Plans	Number					
	Boys		Girls		Boys and Girls	
	No.	%	No.	%	No.	%
Attend college four years and secure a degree.	62	21.2	50	16.2	112	18.6
Attend college less than four years.	21	7.2	56	18.1	77	12.8
Stop my formal education and go to work.	80	27.3	80	25.9	160	26.6
Go to work but continue my education through short-term courses.	20	6.8	25	8.1	45	7.5
Stop my formal education and get married.	6	2.1	14	4.5	20	3.3
Get married but continued my education through short-term courses.	4	1.4	5	1.6	9	1.5
Enter military service.	24	8.2	2	.7	26	4.3
Uncertain	76	25.9	77	24.9	153	25.4
Total	293	100.0	309	100.0	602	100.0

their education through short-term courses, and the 1.5 percent who planned to get married but to continue their education through short-term courses, and an unknown part of the 18.6 percent who planned to attend college for four years, are potential community-college material. If one were to ignore the 18.6 percent who planned to attend college for four years, the remaining percentage of 21.8 would definitely be community-college material.

Studies by McQuown,[1] Leahy,[2] and Pond,[3] seeking similar information from Ohio high-school seniors, found percentages that do not differ greatly from those found in the present study; McQuown found that 26.3 percent planned to attend college for four years; Leahy 28.2 percent; and Pond, 20.3 percent. The present study indicates that 18.6 percent planned to attend college for four years. McQuown found that 49.4 percent of Ohio's seniors had other plans; Leahy, 44.8 percent; and Pond, 51.2 percent. The present study shows that 43.2 percent of the high-school seniors of the six-county area had other plans. In regard to the uncertainty of plans, McQuown found that 24.3 percent of Ohio's seniors were uncertain as to future plans; Leahy, 27 percent; and Pond, 28.5 percent. The present study indicates that 25.4 percent of the

[1] James Bryant McQuown, A Study of the Terminal Education Needs of Ohio's 1947 High School Seniors, 1948, pp. 255-258, Unpublished Doctoral dissertation, The Ohio State University.

[2] John F. Leahy, The Development of a State-Wide Plan for Establishing Community Colleges in Ohio, 1952, pp. 110-114. Unpublished Doctoral dissertation, The Ohio State University.

[3] Millard Zimmerman Pond, A Proposed Community College Program for Urban Junior College, Unpublished Doctoral dissertation, The Ohio State University, 1952, pp. 95-96.

seniors in the six-county area were uncertain about future plans.

There are three instances of major sex differences given in Table 90. The first major difference was found in the number planning to attend college for four years. Sixty, or 21.2 percent of the boys, planned to attend college, while 50, or 16.2 percent of the girls, planned to attend for that length of time. The second significant difference was found in the number planning to attend college for a period less than four years. Twenty-one, or 7.2 percent of the boys, and fifty-six, or 18.1 percent of the girls, planned to attend college less than four years. The third major difference may be noted in the number planning to enter military service. Twenty-four, or 8.2 percent of the boys, and two, or .7percent of the girls, planned to enter military service.

Colleges and Other Schools Seniors Plan to Attend. Table 91 presents the distribution of the colleges and other schools that ninety boys and 110 girls, out of 602 taking part in the survey, indicated they planned to attend. Out of a total of fifty-one institutions designated by the seniors, thirty-four were colleges and universities, while seventeen were institutions offering such specialized training as nursing, business, religion, trades, barbering,and beauty culture. Of the colleges and universities, The Ohio State University ranked first; Ohio Northern University ranked second; Bowling Green State University ranked third; and

TABLE 91

COLLEGES SENIORS PLAN TO ATTEND FOR FOUR YEARS OR FOR A SHORTER PERIOD

College or Other Training School	Number		
	Boys	Girls	Boys and Girls
	Number	Number	Number
The Ohio State University	39	19	58
Ohio Northern University	8	8	16
Bowling Green State University	2	11	13
Miami University	8	4	12
Miami Valley Hospital School of Nursing	1	11	12
University of Dayton	4	4	8
Capital University	3	3	6
Goshen College	1	4	5
Lima Memorial Hospital School of Nursing		5	5
Springfield City Hospital School of Nursing		5	5
Tri-State College	4		4
Bliss College		3	3
Toledo Barber College	3		3
Wittenberg College		3	3
Antioch College	2		2
Elkhart University		2	2
Mt. St. Joseph on the Ohio		2	2
Ohio Wesleyan University		2	2
Olivet Nazarene College	1	1	2
St. Lizabeth School of Nursing		2	2
Toledo Hospital School of Nursing		2	2
Wilmington College	2		2
Ashbury College		1	1
Bethesda (Nursing)		1	1
Bob Jones University		1	1

TABLE 91 (Continued)

COLLEGES SENIORS PLAN TO ATTEND FOR FOUR YEARS OR FOR A SHORTER PERIOD

College or Other Training School	Number		
	Boys	Girls	Boys and Girls
	Number	Number	Number
Fenn College	1		1
Fort Wayne Bible College		1	1
Fort Wayne Lutheran College		1	1
General Motors Institute	1		1
Greers College	1		1
Heidelberg College	1		1
International Business College		1	1
Kent State University	1		1
Lima Business School		1	1
Marymont College		1	1
Michigan State University	1		1
Mission House College		1	1
Muskingum College		1	1
Moody College Bible Institute	1		1
Northwestern School of Commerce		1	1
Northwestern University		1	1
Norwich University	1		1
Otterbein College	1		1
Purdue University	1		1
Stephens College		1	1
University of Cincinnati	1		1
Urbana Junior College		1	1
Western Reserve University		1	1
White Cross Hospital School of Nursing		1	1
Wooster College		1	1
Trade School	1		1
Total (51 schools)	90	110	200

Miami University ranked fourth.

Table 91 reveals that two hundred seniors named schools or colleges they planned to attend. These two hundred seniors were 33.2 percent of the total number participating in the survey. One would assume then that the remaining 66.7 percent either did not plan to attend college or felt that they could not get further education. Twelve of the thirty-four colleges and universities listed by the seniors are located outside the State of Ohio. It is entirely possible, were a community-college program in operation in Ohio, that many who attend colleges or schools outside the state or are presently deprived of higher educational opportunities would be able to attend a community college close to their homes.

Reasons Why Some Seniors Do Not Expect To go To College. As shown in Table 92, six reasons were given for not attending school or college. "Not interested" was given by 21.9 percent of the boys and 23.2 percent of the girls. "Financial" ranked second for the boys with 17.6 percent, and third for the girls with 14.8 percent. "Work" ranked third for the boys with 15.7 percent and second for the girls with 15.8 percent. "Military" ranked fourth in importance for the boys and "Marriage" ranked fourth for the girls. Thirty-two and nine-tenths percent of the boys and 32.7 percent of the girls did not answer this question.

TABLE 92

DISTRIBUTION OF HIGH SCHOOL SENIORS' REASONS FOR NOT ATTENDING COLLEGE

Reasons	Number					
	Boys		Girls		Boys and Girls	
	No.	%	No.	%	No.	%
Not Interested	46	21.9	47	23.2	93	22.5
Financial	37	17.6	30	14.8	67	16.2
Work	33	15.7	32	15.8	65	15.7
Lack Ability	12	5.7	11	5.4	23	5.6
Marriage	1	.5	15	7.4	16	3.9
Military	12	5.7	2	.9	14	3.4
No Answer	69	32.9	66	32.5	135	32.7
Total	210	100.0	203	100.0	413	100.0

The six reasons, as given by 413 seniors for not attending a school after graduation from high school, are an indication of the need of a community-college program in rural areas. "Not interested," "Financial," and "Work" were the three major reasons given. A community-college program is planned to aid those boys and girls who cannot attend a school or college because of financial reasons. The large percentages for both boys and girls given for "Not interested" and "No answer" would prompt one to reflect upon the efficiency of guidance programs in our secondary schools. A community-college program would reinforce the present guidance program for the youth of rural Ohio, especially in vocational and educational areas to those youth who have made no plans to go any further than the high school.

Occupations Seniors Expect to Follow As Their Life Work. Table 93 presents a list of occupations definitely decided upon as a life work of 172 of the 602 seniors who participated in the study. The occupations were arranged according to frequency and the major ones as listed by the boys were as follows: Farming, general mechanic, religious service, nursing, agriculture, electrical engineering, veterinary medicine, barbering, business, carpentery, and factory worker. The major occupations listed by girls were as follows: Secretarial work, nursing, teaching, housewife, social service, religious service, member of Armed Services, and shop worker.

TABLE 93

OCCUPATION DEFINITELY DECIDED UPON AS A LIFE WORK BY SENIORS

Life Work	Boys	Girls	Boys and Girls
	Number	Number	Number
Teaching		15	15
Religious Service	3	2	5
Social Service		3	3
Agriculture	2		2
Engineer, Electrical	2		2
Veterinary Medicine	2		2
Accounting	1		1
Business Administration	1		1
Dentistry	1		1
Engineer, Civil	1		1
Law	1		1
Medicine	1		1
Pharmacy	1		1
Science	1		1
Courses, Four years or more, 12, or 48%;		3, or 23.1%;	14, or 41.2%
Farmer	37		37
Nurse	2	31	33
Secretary	1	31	32
Housewife		7	7
Mechanic, General	4		4
Barbering	2		2
Business	2		2
Carpentery	2		2
Factory worker	2		2
Florist	1	1	2
Member of Armed Service		2	2
Shop worker		2	2
Beautician		1	1
Construction worker	1		1
Food Technologist		1	1
Forester	1		1
Mechanic, Airplane		1	1
Meat Cutter and Buyer	1		1
Police-women		1	1
Railroader	1		1
Courses, Less than four-years, 13, or 52%;		10, or 76.9%;	20, or 58.8%
Total	74	98	172

Of the twenty-five occupations definitely decided upon by the boys as a life work, thirteen, or 52 percent, would require less than four years preparation beyond the high school. Of the thirteen occupations chosen by the girls, ten, or 76.9 percent, would require less than four years preparation above the high-school level. Of the thirty-four occupations listed by both boys and girls, twenty, or 58.8 percent, would require less than four years' training above the high-school level.

Table 94 gives the occupations that were placed by 266 seniors under the heading "first consideration" and by 122 seniors under the heading "second consideration." Under first consideration the boys listed thirty-nine occupations, the major ones of which in order of frequency were farming, teaching, and engineering. The girls under first consideration listed nineteen occupations, the major ones of which were secretarial work, teaching, nursing, homemaking, and beauty culture.

In regard to second consideration, sixty-five boys listed thirty occupations; the major ones of which were, farming, electrical engineering member of Armed Services, and teaching. Fifty-seven girls listed nineteen occupations, the major ones of which were homemaking, nursing, clerking, secretarial work, and teaching.

Of the fifty-seven occupations listed by 266 seniors under first consideration, forty would require less than four years'

TABLE 94

OCCUPATIONS SENIORS ARE CONSIDERING AS A LIFE WORK

Life Work	First Consideration		Total	Second Consideration		Total
	Boy	Girl	Boy and Girl	Boy	Girl	Boy and Girl
	Number	Number	Number	Number	Number	Number
Teacher Education	13	19	23	4	4	8
Engineering, General	9		9	3		3
Engineering, Aeronautical	5		5	1		1
Engineering, Civil	4		4			
Medicine	2	2	4	1		1
Religious Service	3	1	4			
Science	1	3	4	1	1	2
Agriculture, Education	3	1	4	3	1	4
Business Administration	3		3			
Engineering, Mechanical	3		3	1		1
Art Education		2	2		1	1
Engineering, Electrical	2		2	5		5
Veterinary Medicine	2		2	2		2
Accounting	1		1			
Business Education		1	1	1	2	3
Optometry	1		1			
Psychology		1	1			
Pharmacy				1		1
Social Work					1	1
Secretary Work		53	53		5	5
Farming	31		31	14		14
Nursing		17	17		7	7

TABLE 94 (Continued)

Life Work	First Consideration		Total	Second Consideration		Total
	Boy	Girl	Boy and Girl	Boy	Girl	Boy and Girl
	Number	Number	Number	Number	Number	Number
Mechanic	10		10			
Home Makers		9	9		8	8
Beautician		7	7		2	2
Laborer	4		4			
Shop Worker	4		4	2		2
Businessman	3		3	1		1
Factory Worker	1	2	3	1		1
Member of Armed Service	2	1	3	6	2	8
Physical Therapist	1	2	3			
Salesman	2	1	3	1		1
Clerk		2	2		6	6
Carpenter	2		2			
Journalist		2	2		1	1
Mechanist	2		2			
Nurses Aid		2	2		2	2
Receptionist		2	2		1	1
Telephone Operator		2	2		2	2
Airline Stewardess		1	1			
Aviator	1		1			
Barber	1		1	1		1
Construction worker	1		1			
Contractor	1		1			
Dancing Teacher		1	1		1	1
Decorator, Interior		1	1		1	1
Designer		1	1		3	3

TABLE 94 (Continued)

OCCUPATIONS SENIORS ARE CONSIDERING AS A LIFE WORK

Life Work	First Consideration		Total	Second Consideration		Total
	Boy	Girl	Boy and Girl	Boy	Girl	Boy and Girl
	Number	Number	Number	Number	Number	Number
Draftsman	1		1			
Filling Station Attendant	1		1	1		1
Laboratory Technician	1		1		1	1
Law Enforcement Officer	1		1	3		3
Medical Secretary		1	1		2	2
Musician		1	1	1		1
Photographer	1		1			
Radio General	1		1	1		1
Railroader	1		1			
Boy Scout Worker	1		1	1		1
Shop Repairman	1		1			
Tool and Die Maker	1		1			
Electrician				3		3
Tool and Die Designer				2		2
Baseball Player				1	1	1
Conservation Worker				1		1
Dietician					1	1
Dramatics					1	1
Medicial Technologist					1	1
Television Repairman				1		1
Truck Driver				1		1
Total (48)	128	138	266	65	57	122
Courses Requiring Four Years or more Preparation	14, or 35.9%	8, or 29.6 %	17, or 29.8%	11, or 37.9%	6,or 25.0 %	13, or 27.1%
Courses Requiring Less Than Four Years Preparation	25, or 64.1%	19, or 70.4%	40. or 70.2%	18, or 62.1%	18, or 75.0%	35, or 72.9%

additional training, while under second consideration, thirty-five out of forty-eight of them would require less than four years' additional training.

Table 95 reveals the distribution of the seniors who were definitely decided upon a life work. Of the 293 boys answering the questionnaire, seventy-four, or 25.3 percent, were definitely decided, while of the 309 girls, ninety-eight, or 31.7 percent, were definitely decided upon a life work.

Table 96 shows the distribution of the seniors who were entirely uncertain about a life work. Of the 293 boys answering the questionnaire, seventy-three, or 24.9 percent, were uncertain, while of the 309 girls, seventy-three, or 23.6 percent, were uncertain.

By reviewing the data in Tables 93, 94, 95, and 96, it becomes evident that these data furnished an important measure of the need of a community-college program for the youth of rural Ohio.

Seniors' Interest in a Public Community College. In Table 97 one finds recorded the interest of the seniors in the six-county area toward the establishment of a public junior or community college. Of the 602 seniors participating in the study, 426, or 70.8 percent, were interested in the junior or community college, while 152, or 25.2 percent, were not interested and 24, or 4.0 percent, made no reply. An examination of the replies indicates an almost equal interest among boys and girls toward the community college; 204, or

TABLE 95

DISTRIBUTION OF SENIORS WHO HAD DEFINITELY DECIDED UPON A LIFE WORK*

Group	Total Number	Definitely Decided	
		Number	Percent
Boys	293	74	25.3
Girls	309	98	31.7
Total	602	172	28.6

* Source: Table 93.

TABLE 96

DISTRIBUTION OF SENIORS WHO ARE ENTIRELY UNCERTAIN ABOUT A LIFE WORK

Group	Total Number	Entirely Uncertain	
		Number	Percent
Boys	293	73	24.9
Girls	309	73	23.6
Total	602	146	24.3

TABLE 97

REPLIES OF SENIORS TO THE QUESION: "WOULD YOU BE INTERESTED IN A PUBLIC JUNIOR OR COMMUNITY COLLEGE

Replies	Six-County Area																	
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total					
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.		G.		B and G*	
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	%	No.	%	No.	%
Yes	18	18	29	33	31	44	82	81	33	36	11	10	204	69.6	222	71.8	426	70.8
No	3	10	22	26	9	14	12	8	24	16	7	1	77	26.3	75	24.3	152	25.2
No reply		2	4	1	7	4			1			5	12	4.1	12	3.9	24	4.0
Total	21	30	55	60	47	62	94	89	58	52	18	16	293	100.0	309	100.0	602	100.0

* B, Boys; G, Girls.

69.6 percent, of the boys and 222, or 71.8 percent, of the girls were in favor of this type of school. This interest, as expressed by approximately seven out of every ten of the 602 seniors, indicates a belief that a community-college program would meet their further educational needs.

Table 98 presents the seniors' replies to questions regarding the distance they would be willing to drive to attend a free, public community college. Of the 602 seniors participating in the survey, 72.4 percent would attend if the college were within ten miles of their homes; 58.5 percent if a college were between ten and twenty miles away; 41.4 percent if it were between twenty and thirty miles away; 21.3 percent if it were between thirty and fifty miles away. Eight and one-tenth percent did not reply to any one of the questions. The sex of the seniors had but slight bearing upon the distance they would be willing to drive to attend a community college.

The distribution of replies of the 602 seniors, as shown in Table 99 to the question: "Would you attend the community college if it charged tuition, but not more than one hundred dollars per year?" shows that 58.8 percent replied, "Yes," they would attend whether the tuition were free or one hundred dollars per year. Sixteen and eight-tenths percent replied, "No," they would not attend if tuition were one hundred dollars per year, and 24.4 percent did not reply.

TABLE 98

DISTRIBUTION OF SENIORS' REPLIES TO QUESTIONS REGARDING ATTENI
COLLEGE

Descriptive Conditions	Six-County Area										
	Auglaize		Champaign		Hardin		Logan		Shelby		Union
	Number										
	Yes		Yes		Yes		Yes		Yes		Yes
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.
Within 10 miles of your home?	18	18	27	33	38	45	74	78	39	38	16
Between 10 and 20 miles?	14	15	21	30	33	32	67	62	30	26	12
Between 20 and 30 miles away?	14	14	14	18	23	19	40	44	15	17	9
Between 30 and 50 miles away?	10	11	7	8	11	7	22	22	9	11	3
No reply	1	5	8	10	5	8	5		3	3	

* B = Boys, G = Girls

TABLE 98

TO QUESTIONS REGARDING ATTENDANCE AT A PUBLIC COMMUNITY OR JUNIOR COLLEGE

Six-County Area											
Logan		Shelby		Union		Total					
						Number and Percent					
Yes		Yes		Yes		Yes		Yes		Yes	
B.	G.	B.	G.	B.	G.	B.	%	G.	%	B&G*	T
74	78	39	38	16	12	212	72.3	224	72.5	436	72.4
67	62	30	26	12	10	177	60.4	175	56.6	352	58.5
40	44	15	17	9	8	115	39.2	134	43.4	249	41.4
22	22	9	11	3	6	63	21.5	65	21.0	128	21.3
5		3	3		1	22	7.5	27	8.7	49	8.1

TABLE 99

DISTRIBUTION OF SENIORS' REPLIES TO THE QUESTION: "IF YOU HAVE ANSWER
CONCERNING DRIVING DISTANCE WOULD YOUR ANSWER BE THE SAME IF THE COMM
NOT MORE THAN $100.00 PER YEAR?"

Responses	Six-County Area											
	Auglaize		Champaign		Hardin		Logan		Shelby		Union	
	Number											
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Yes	15	14	23	28	23	38	68	68	27	30	9	11
No	3	8	11	7	11	5	17	15	8	11	4	1
No reply	3	8	21	25	13	19	9	6	23	11	5	4
Total	21	30	55	60	47	62	94	89	58	52	18	16

* B = Boys, G = Girls

TABLE 99

ESTION: "IF YOU HAVE ANSWERED 'YES' TO ANY PART OF THE QUESTION
WER BE THE SAME IF THE COMMUNITY COLLEGE CHARGED TUITION BUT
THAN $100.00 PER YEAR?"

Six-County Area											
n	Shelby		Union		Total						
					Number and Percent						
G.	B.	G.	B.	G.	B.	%	G.	%	B&G*	%	
68	27	30	9	11	165	56.3	189	61.2	354	58.8	
15	8	11	4	1	54	18.4	47	15.2	101	16.8	
6	23	11	5	4	74	25.3	73	23.6	147	24.4	
89	58	52	18	16	293	100.0	309	100.0	602	100.0	

A comparison of the totals for boys and girls indicates but little difference in their thinking in regard to the payment of tuition. A total of 56.3 percent of the boys and 61.2 percent of the girls replied, "Yes," they would attend regardless of tuition; 18.4 percent of the boys and 15.2 percent of the girls replied, "No," they would not attend if tuition were charged; while 25.3 percent of the boys and 23.6 percent of the girls did not reply to the question.

Seniors' Interest in the Location of the Community College. The community college, by its nature, does not seek to serve extremely large areas. It is closely associated with the community it serves and is therefore limited in its scope by that community. Such factors as present and future student population, valuation of the territory involved, extent and condition of roads, pressure groups, and many others have a definite influence upon the location of a community college. Table 100 presents the seniors' responses in regard to the location of a community college. Forty-six percent of the seniors favored having the school serve from one to three counties; 23.6 percent favored having the school serve from one to six counties; 18.6 percent favored having a community college in each county; 9.8 percent of the seniors did not reply.

TABLE 100

DISTRIBUTION OF SENIORS' RESPONSES TO THE QUESTION: "WHERE
COLLEGE ?"

Responses	Six-County Area									
	Auglaize		Champaign		Hardin		Logan		Shelby	
	Number									
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
One in each county.	2		9	10	10	11	26	15	16	8
One that would serve from one to three counties.	9	11	22	24	26	27	46	52	19	21
One that would serve from one to six counties.	8	14	9	14	6	16	13	19	15	22
No answer.	2	5	13	11	3	8	6	1	7	1
Other			2	1	2		3	2	1	
Total	21	30	55	60	47	62	94	89	58	52

* B = Boys, G = Girls.

TABLE 100

TO THE QUESTION: "WHERE WOULD YOU BE IN FAVOR OF LOCATING A COMMUNITY COLLEGE ?"

Six-County Area											
Logan		Shelby		Union		Total					
						Number and Percent					
B.	G.	B.	G.	B.	G.	B.	%	G.	%	B&G*	%
26	15	16	8	3	2	66	22.5	46	14.9	112	18.6
46	52	19	21	10	10	132	45.0	145	46.9	277	46.0
13	19	15	22	3	3	54	18.4	88	28.5	142	23.6
6	1	7	1	1	1	32	10.9	27	9.0	59	9.8
3	2	1		1		9	3.0	3	.6	12	2.0
94	89	58	52	18	16	293	100.0	309	100.0	602	100.0

A study of the totals for both boys and girls of the six-county area reveals a divergence of opinion in regard to the area that a community college should serve. Both boys and girls selected "One to three counties" as their first choice, with 45 percent and 46.9 percent respectively. Differences of opinions are noted in the responses to "one that would serve from one to six counties," which the boys favored by 18.4 percent and the girls by 28.5 percent. Differences were also evident in the responses to "one in each county," with 22.5 percent of the boys and 14.9 percent of the girls favoring this plan.

Seniors' Purposes in Attending a Community College. Information pertaining to seniors' purposes in attending a community college is given in Table 101. Purposes and percentages for the combined groups of boys and girls are as follows: Terminal education, 43.9 percent; two years of college work and transfer to a four-year college or university, 23.7 percent; and general education, 15.6 percent. There were ninety-one seniors, or 15.1 percent, who did not reply to this question.

The number of boys and girls who would attend a community college for terminal education indicates the importance they place upon this function of the community college. The table shows that approximately 40 percent of the boys and 47 percent of the girls were interested in terminal education. The responses of both boys and girls to the other two purposes were approximately equal. One

TABLE 101

DISTRIBUTION OF SENIORS' RESPONSES TO THE QUESTION: "IF YOU WOULD ATTEND A
YOUR PURPOSE BE?"

Responses	Six-County Area									
	Auglaize		Champaign		Hardin		Logan		Shelby	
	Number									
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
To continue general education in preparation for the duties of a citizen.	4	4	11	6	2	8	17	18	7	12
To take two years of regular college work and then transfer to a four-year college or university.	3	9	9	6	13	15	26	25	10	11
To prepare for an occupation that does not require more than two years beyond the high school.	9	11	15	28	21	31	44	42	25	24
No reply	4	6	18	18	9	8	4	2	14	5
Others	1		2	2	2		3	2	2	
Total	21	30	55	60	47	62	94	19	58	52

* B = Boys, G = Girls.

TABLE 101

: "IF YOU WOULD ATTEND A PUBLIC JUNIOR OR COMMUNITY COLLEGE, WHAT WOULD OUR PURPOSE BE?"

Six-County Area										
Logan		Shelby		Union		Total				
						Number and Percent				
B.	G.	B.	G.	B.	G.	B.	%	G.	%	B&G*	%
17	18	7	12	5		46	15.7	48	15.5	94	15.6
26	25	10	11	8	4	69	23.5	70	22.6	139	23.1
44	42	25	24	4	10	118	40.2	146	47.2	264	43.9
4	2	14	5	1	2	50	17.0	41	13.2	91	15.1
3	2	2				10	3.4	4	1.3	14	2.3
94	19	58	52	18	16	293		309		602	100.0

finds, then, that the seniors have expressed an interest in attending a community college for the purposes of meeting their terminal, college preparatory, and general educational needs and desires.

Part Two: The Parents

The questionnaires sent to the parents of the seniors of the six- county area were similar to those sent to the seniors. They were devised in this way to allow for matching of parent and child responses as recorded in Part Three of this chapter.

The data in Table 102 show the counties covered in the study, the number of questionnaires distributed, the number returned, and the percent returned. It had previously been determined that there were 874 seniors in the six-county areas; therefore, 874 questionnaires were distributed for the parent use. Of the 874 questionnaires distributed, 382, or 43.7 percent, were returned, which may be understood to represent 764 parents. An influenza epidemic covered Ohio during this period, February, 1953, and definitely limited the number of returns.

The general economic resources and educational status of the fathers and mothers of an area play an important role in providing the kinds of educational programs that a community will have.

TABLE 102

NUMBER AND PERCENTAGE OF PARENTS PARTICIPATING IN THE SIX-COUNTY AREA STUDY

County	Number of Questionnaires Distributed	Number Returned	Percent Returned
Auglaize	137	49	35.7
Champaign	172	83	48.2
Hardin	141	92	65.2
Logan	185	52	28.1
Shelby	126	81	64.2
Union	113	25	22.1
Total	874	382	43.7

Table 103 shows the simple fact that the seniors living within the six-county area come from rather low-salaried families; further, that low-salaried families have a lower median of school years completed than the higher salaried families. Only one county, Logan, compares favorably with the urbanized counties in the matter of median school years completed.

The six counties included in this study were selected as being typical rural counties. Table 104 shows that only Union County has a decided, rural farm residence percent, above either the urban or rural-nonfarm. Hardin and Shelby counties show a greater percentage in rural residence than in the rural nonfarm, but less than in the urban. The table further shows that Union County had the smallest percent of increase in population from 1940 to 1950. It is very evident that the combined percentages of rural nonfarm and rural farm population in each county greatly exceed those of the urban.

In Table 105 is shown the income of families, by selected brackets, in the six-county area. As shown, 6.9 percent of the total families of the area earn less than $500.00 per year; 49 percent earn from $500.00 to $2,999.00; 19.8 percent earn from $3000.00 to $3,999.00; 14.2 percent earn $4,000.00 to $5,999.00; 5.6 percent earn $6,000.00 and up. Four and five-tenths percent of the families did not report incomes.

TABLE 103

MEDIAN SCHOOL YEARS COMPLETED AND MEDIAN SALARY IN 1949 OF THE FAMILIES OF THE SIX-COUNTY AREA AS COMPARED WITH FAMILIES IN SIX URBANIZED COUNTIES OF OHIO*

Rural Counties	Median School Years Completed	Median Income	Urbanized Counties	Median School Years Completed	Median Income
Auglaize	9.1	$2,956.00	Cuyahoga	11.4	$3,901.00
Champaign	8.9	2,661.00	Hamilton	10.1	3,340.00
Hardin	8.8	2,334.00	Franklin	10.2	3,741.00
Logan	10.4	2,521.00	Lorain	10.3	3,520.00
Shelby	8.8	2,868.00	Geauga	11.4	3,353.00
Union	8.8	2,487.00	Summit	10.1	3,517.00
State median 9.9					

* Source: U. S. Bureau of the Census. U. S. Census of Population: 1950. Vol. II, Characteristics of the Population, Part 35, Ohio, Chapter B. U. S. Government Printing Office, Washington 25, D. C., 1952. Adapted from Tables

TABLE 104

POPULATION, BY PERCENT OF RESIDENCE, FOR URBAN, RURAL-NONFARM, AND RURAL FARM: AND PERCENT INCREASE IN POPULATION FOR COUNTIES IN THE SIX-COUNTY AREA*

Area	Total Population			
	Percent by Residence, 1950			Percent Increase 1940-1950
	Urban	Rural Nonfarm	Rural Farm	
Auglaize	39.2	32.2	28.6	9.3
Champaign	34.8	34.6	30.5	6.1
Hardin	42.3	28.4	29.4	6.0
Logan	32.7	40.1	27.3	5.8
Shelby	40.3	26.9	32.8	9.3
Union	20.6	37.2	42.3	3.4

* Source: Bureau of the Census, op. cit., Adapted from Table 12, p.

TABLE 105

INCOME IN 1949 OF FAMILIES IN THE COUNTI

Counties Six-county Area	Less than $500.00		$500 to $2,999		$3,000 to $3,999		$4,000 to $5,999	
	No.	%	No.	%	No.	%	No.	%
Auglaize	490	6.2	3,345	42.2	1,815	22.9	1,330	16.8
Champaign	504	7.1	3,465	49.1	1,315	18.6	980	13.9
Hardin	540	7.2	4,275	57.0	1,310	17.4	825	10.0
Logan	670	7.9	4,315	51.1	1,685	19.9	1,120	13.2
Shelby	325	4.7	3,080	44.9	1,475	21.5	1,100	16.0
Union	470	8.7	2,675	49.5	930	17.2	760	14.0
Total	3,000	6.9	21,155	49.0	8,530	19.8	6,115	14.2
Groups:	75.7 percent of families						19.7 percent o	

* Source: Bureau of the Census, op. cit., Adapted from Table 48, pp.

TABLE 105

FAMILIES IN THE COUNTIES OF THE SIX-COUNTY AREA*

0 9	$4,000 to $5,999		$6,000 and up		Not Reported		Total	
%	No.	%	No.	%	No.	%	Families	%
22.9	1,330	16.8	510	6.4	420	5.3	7,910	100.0
18.6	980	13.9	455	6.4	330	4.6	7,050	100.0
17.4	825	10.0	340	4.5	200	2.6	7,490	100.0
19.9	1,120	13.2	390	4.6	260	3.0	8,440	100.0
21.5	1,100	16.0	385	5.6	480	7.0	6,845	100.0
17.2	760	14.0	330	6.1	235	4.3	5,400	100.0
19.8	6,115	14.2	2,410	5.6	1,925	4.4	43,135	100.0
	19.7 percent of families				4.5 percent			100.0

pted from Table 48, pp. 182-187.

To summarize by groups, one finds that 75.7 percent of the families earn from "less than $500.00 to $3,999.00" yearly, while 19.7 percent earned from $4,000.00 and up.

Parents' Responses to Definite Questions. The questionnaire sent to parents with a letter of explanation from the writer attempted to secure: (1) future plans of their children who were seniors in high school, (2) colleges they would like to have their children attend, (3) reasons why some children may not attend college, (4) occupations they would like to have their children follow as a life work, (5) parents' interest in having their children attend a community college, (6) chosen location of the community college, and (7) purposes, as parents see them, for their children's attending a community college.

Future Plans of Seniors. Table 106 gives the responses of the parents of the Area to the question: "What would you like to have your son or daughter do upon graduation from high school?"

Of the 382 parents who took part in the survey, 30.6 percent replied that their sons and daughters would attend college four years and secure a degree; 13.4 percent replied that they would attend college less than four years; 9.9 percent replied that they would stop formal education and go to work; 15.9 percent replied that they would go to work but continue their education through short-term courses; 1.6 percent replied that they would stop their

TABLE 106

PARENTS' RESPONSES TO THE QUESTION: "WHAT WOULD YOU LIKE TO HAVE YOUR SON OR DAUGHTER DO UPON GRADUATION FROM HIGH SCHOOL?"

Plans	Number					
	Boys		Girls		Boys and Girls	
	No.	%	No.	%	No.	%
Attend college four years and secure a degree.	59	35.3	58	27.0	117	30.6
Attend college less than four years.	15	8.9	36	16.7	51	13.4
Stop my formal education and go to work.	14	8.3	24	11.1	38	9.9
Go to work but continue education through short-term courses	23	13.7	38	17.7	61	15.9
Stop formal education and get married.	1	.6	5	2.3	6	1.6
Get married but continue education through short-term courses.			1	.5	1	.3
Enter military service.	4	2.4	1	.5	5	1.3
Uncertain	51	30.5	52	24.2	103	27.0
Total	167	100.0	215	100.0	382	100.0

formal education and get married; .3 percent replied that they would get married but continue education through short-term courses; 1.3 percent that they would enter military service; and 27.0 percent replied that they were uncertain in regard to future plans.

In grouping related plans the following facts are evident: Of the 382 parents responding, 44 percent replied that their sons and daughters would attend college four years or less, a total of 29 percent responded to the five other plans, while 27 percent replied that they were uncertain in regard to future plans of their sons and daughters. By an examination of the replies, the writer would assume that the 13.4 percent who plan on less than four years of college; the 15.9 percent who plan to go to work but continue education through short-term courses, the .3 percent who plan on marriage but continue education through short-term courses, and an unknown part of the 30.6 percent who plan on attending college for four years are potentially community college material. If one were to ignore the 30.6 percent who plan on four-year college attendance the remaining percentage of 29.6 would be definite community-college material. This percentage of 29.6 is much higher than the percentage of 21.8 given by the seniors to this question. (See Table 90).

Colleges Parents Would Like To Have Their Children Attend. Table 107 presents the distribution of the colleges and other schools that 382 parents, representing 167 boys and 215 girls,

TABLE 107

PARENTS' RESPONSES TO THE QUESTION: "IF YOU WOULD LIKE TO HAVE YOUR CHILDREN ATTEND COLLEGE FOR FOUR YEARS OR FOR A SHORTER PERIOD, WHAT COLLEGE WOULD THEY ATTEND?"

College Preferred	Number		
	Boys	Girls	Boys and Girls
	Number	Number	Number
The Ohio State University	38	21	59
Bowling Green State University	4	8	12
Ohio Northern University	2	10	12
Wittenberg College	2	8	10
University of Dayton	7	2	9
Miami University (Ohio)	3	4	7
Miami Valley Hospital School of Nursing		5	5
Capital University	1	3	4
Business College		4	4
Mt. St. Joseph on the Ohio		3	3
Springfield City Hospital School of Nursing		3	3
Toledo Barber College	3		3
A Nursing School		3	3
A State School	1	2	3
Their Choice	2	1	3
Goshen College		2	2
Kent State University		2	2
Ohio University		2	2
Wilmington College	2		2
A Church School		2	2
Antioch College	1		1
Bethesda (Nursing)		1	1
Bluffton College		1	1
Bob Jones University		1	1
Elkhart Business College		1	1
Elkhart University		1	1
Fenn College	1		1
Frederick Beauty School		1	1
Heidleberg College	1		1
Lima Memorial Hospital School of Nursing		1	1
Marymount College		1	1
Miami University (Florida)		1	1
Northwestern School of Commerce		1	1
Oberlin College		1	1
Mission House College		1	1
Purdue University	1		1
Rawling College		1	1
Rio Grand College	1		1
Stephens College		1	1
St. Elizabeth School of Nursing		1	1
Tri-State College	1		1
University of Cincinnati	1		1
Urbana Junior College		1	1
West Virginia Institute of Technology		1	1
White Cross Hospital School of Nursing		1	1
Wooster College		1	1
A State School for Agriculture	1		1
A Mechanical Engineering College	1		1
A Small College	1		1
A Trade School		1	1
Total	75	105	180 (47.1%)
None	4	2	6
Uncertain	18	11	29
No answer	70	97	167
Total	167	215	382

indicated that they would like to have their sons and daughters attend. Out of a total of forty-one institutions actually designated by the parents, thirty were college or universities. Thirteen included schools of nursing, business, barbering, beauty culture, technology, and religion. Of the colleges and universities, ranked in the order preferred, The Ohio State University was first, Bowling Green State University and Ohio Northern University were second, Wittenberg College was third, and the University of Dayton was fourth.

Table 107 also reveals that 180 or 47.1 percent of the parents listed schools or colleges they would like to have their sons or daughters attend. One would assume then that the remaining 52.9 percent either had no plans for college attendance for their sons or daughters or felt that the opportunity for going to college was non-existent.

Reasons Why Some Seniors May Not Attend College. A distribution of the reasons given by parents for their sons' or daughters' not attending college is shown in Table 108. In this table the parents list six reasons for their sons' or daughters' not attending college. "Financial" was the reason most frequently given for both boys and girls. Finances apparently affected boys' attendance more than girls', as 30.1 percent of the boys and 20.2 percent of the girls could not attend because of finances. "Not interested"

TABLE 108

DISTRIBUTION OF PARENTS' REASONS FOR SONS' OR DAUGHTERS' NOT ATTENDING COLLEGE

Reasons	Number					
	Boys		Girls		Boys and Girls	
	No.	%	No.	%	No.	%
Financial	28	30.1	40	20.2	68	23.4
Not interested	15	16.1	24	12.1	39	13.4
Work	7	7.5	4	2.0	11	3.8
Marriage			7	3.5	7	2.4
Military	4	4.3	1	.5	5	1.7
Lack Ability			1	.5	1	.3
No Answer	39	42.0	121	61.2	160	55.0
Total	93	100.0	198	100.0	291	100.0

ranked second for both boys and girls with 16.1 and 12.1 percent respectively. "Work" ranked third with 7.5 percent for the boys and fourth with 2 percent for the girls. "Military service" ranked fourth for the boys with 4.3 percent. "Marriage" and "Lack ability" were not given as reasons for boys' not attending college although the parents ranked these two reasons as fourth for the girls.

The six reasons, as given by parents for their sons' and daughters' not attending a school or college, are an indication of the need for a community-college program in rural Ohio. "Financial," "Not interested," and "Work" were the three major reasons given by parents for their children's not attending school or college after graduation from high school. A community-college program is planned to help those boys and girls who cannot attend a school or college because of financial reasons. It seems reasonable to assume that, were the financial barrier removed, other hindrances to college attendance would recede in importance.

Occupations Parents Would Like to Have Their Sons and Daughters Follow as a Life Work. Table 109 presents a list of occupations that parents feel their sons and daughters have definitely decided upon as a life work. A total of eighty-nine parents, or 23.3 percent, indicated that their sons and daughters had definitely decided. The occupations were listed according to frequency and the major ones listed by parents for their sons were as follows: farming, agricultural education, and veterinary medicine. The major occupations

TABLE 109

PARENTS' RESPONSES TO THE QUESTION: "WHAT OCCUPATION WOULD YOU LIKE TO HAVE YOUR SONS OR DAUGHTERS DEFINITELY FOLLOW AS THEIR LIFE WORK?"

Life Work	Number		
	Boys	Girls	Boys and Girls
	Number	Number	Number
Teacher Education	1	6	7
Business Education		4	4
Medical Doctor	2	2	4
Agricultural Education	3		3
Veterinary Medicine	3		3
Art	1	1	2
Engineering General	2		2
Music Education	2		2
Dentistry	1		1
Engineering, Mechanical	1		1
Pharmacy	1		1
Religious Education		1	1
Courses Requiring Four Years or More Preparation	10, or 71.4%	5, or 45.5%	12, or 57.2%
Nursing		18	18
Farming	16		16
Secretarial Work		15	15
Marriage	1	2	3
Barbering	2		2
Beautician		1	1
Designing		1	1
Medical Technologist		1	1
Physical Therapist	1		1
Courses, Requiring Less than Four Years of Preparation	4, or 28.6%	6, or 54.5%	9, or 42.8%
Total	37	52	89 (23.3%)

listed by parents according to frequency for their daughters were as follows: nursing, secretarial work, teaching, business education. Of the fourteen occupations listed for boys, 28.6 percent would require less than four years preparation, while 71.4 percent would require four years or more of college training. Of the eleven occupations listed for the girls, 54.5 percent would require less than four years training, while 45.5 percent would require four years or more. It was possible to determine that of the twenty-one occupations listed for both boys and girls, 42.8 percent would require less than four years training beyond the high school, and 57.2 percent would require four years or more.

Table 110 shows the occupations that were listed by 124 parents for their sons and daughters under "first consideration" and by forty parents under "second consideration." Under "first consideration" parents named twenty-three occupations for boys. The major ones were farming, general engineering, teacher education, agricultural education, and mechanics. The parents listed under "first consideration" fifteen occupations for girls. The major ones were secretarial work, teaching, and nursing.

In regard to second consideration, eleven occupations were listed for boys and the major ones were teaching, farming, and general engineering. Ten occupations for girls were listed and the major ones were teaching, nursing, and secretarial work.

Of the thirty-two occupations listed by parents for both boys and girls under first consideration, 59.4 percent would require

TABLE 110

PARENTS' RESPONSES TO THE QUESTION: "WHAT OCCUPATIONS WOULD YOU LIKE TO HAV
CONSIDER AS THEIR LIFE WORK?"

Life Work	First Consideration			Se
	Boys	Girls	Boys and Girls	Boys
	Number	Number	Number	Number
Teacher Education	4	17	21	3
Engineering, General	9		9	2
Agricultural Education	4	1	5	
Accounting	3		3	
Medicine	3		3	1
Business Administration	1	1	2	
Business Education		2	2	
Science	1	1	2	
Art	1	1	1	
Engineering Aeronautical	1		1	
Law	1		1	
Nutritionist				
Optometry				1
Pharmacy				1
Religious Education	1		1	
Veterinary Medicine	1		1	
Courses Requiring Four Years or More Preparation	12, or 52.2%	6, or 40.0%	13, or 40.6%	5, or 45.5%
Secretarial Work		18	18	
Farming	15		15	2
Nursing		15	15	
Mechanic	4		4	
Beautician		3	3	
Clerk (store)		2	2	
Journalism		2	2	
Laborer	1	1	2	
Shop worker				2
Telegraph Operator				
Barber	1		1	
Base Ball				
Business	1		1	
Carpentery	1		1	
Electrician				1
Food Technologist		1	1	
Law Enforcement Officer	1		1	
Medical Secretary		1	1	
Member Armed Service	1		1	1
Music Study				
Photographer	1		1	
Scout Worker				1
Tool and Die Designer	1		1	
Trucker	1		1	1
X-Ray Technician		1	1	
Courses Requiring Less Than Four Years Preparation	11, or 47.8%	9, or 60.0%	19, or 59.4%	6, or 54.5%
Total	57	67	124	16

TABLE 110

STION: "WHAT OCCUPATIONS WOULD YOU LIKE TO HAVE YOUR SONS OR DAUGHTERS CONSIDER AS THEIR LIFE WORK?"

First Consideration			Second Consideration		
Boys	Girls	Boys and Girls	Boys	Girls	Boys and Girls
Number	Number	Number	Number	Number	Number
4	17	21	3	7	10
9		9	2		2
4	1	5			
3		3			
3		3	1		1
1	1	2			
	2	2		1	1
1	1	2		1	1
1	1	1			
1		1			
1		1			
				1	1
			1		1
			1		1
1		1			
1		1			
12, or 52.2%	6, or 40.0%	13, or 40.6%	5, or 45.5%	4, or 40.0%	8, or 40.0%
	18	18		3	3
15		15	2		2
	15	15		6	6
4		4			
	3	3			
	2	2			
	2	2		1	1
1	1	2			
			2		2
				2	2
1		1			
				1	1
1		1			
1		1			
			1		1
	1	1			
1		1			
	1	1			
1		1	1		1
				1	1
1		1			
			1		1
1		1			
1		1	1		1
	1	1			
11, or 47.8%	9, or 60.0%	19, or 59.4%	6, or 54.5%	6, or 60.%	12, or 60.0%
57	67	124	16	24	40

less than four years training above the high school level, while 40.6 percent would require four years or more above the high school level.

Table 111 reveals the distribution of parent responses showing the number and percent of sons and daughters who were definitely decided upon a life work. Three hundred eighty-two parents listed thirty-seven, or 22.1 percent of the 167 boys, and fifty-two of the 215 girls, or 24.2 percent, as being definitely decided upon a life work.

Table 112 shows the distribution of parent responses showing the number and percent of sons and daughters who were entirely uncertain about a life work. Of the 167 boys, sixty-four, or 38.3 percent, were listed as being entirely uncertain about a life work, while of the 215 girls, ninety-one, or 42.3 percent, were so listed.

The data in Tables 109, 110, 111, and 112 make apparent the need for a community-college program for the youth of rural Ohio as seen by parents of high school seniors within the six-county area who were participants in the survey.

Parents' Interest in Having Their Children Attend a Community College. In Table 113 is recorded the interest of the parents in the six-county area toward the establishment of a public junior or community college. Of the 382 parents participating in the study, 66.5 percent replied, "Yes," they would be interested in having their

TABLE 111

DISTRIBUTION OF RESPONSES OF PARENTS TO A DEFINITE OCCUPATION FOR THE LIFE WORK FOR SONS AND DAUGHTERS

Group	Total Number	Definitely Decided	
		Number	Percent
Boys	167	37	22.1
Girls	215	52	24.2
Total	382	89	23.3

TABLE 112

DISTRIBUTION OF RESPONSES OF PARENTS WHO WERE ENTIRELY UNCERTAIN ABOUT A LIFE WORK FOR THEIR SONS AND DAUGHTERS

Group	Total Number	Entirely Uncertain	
		Number	Percent
Boys	167	64	38.3
Girls	215	91	42.3
Total	382	155	40.6

TABLE 113

PARENTS' RESPONSES TO THE QUESTION: "WOULD YOU BE INTERESTED IN HAVING YOUR SONS OR DAUGHTERS ATTEND A PUBLIC COMMUNITY OR JUNIOR COLLEGE?"

Replies	Six-County Area													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	27	55.1	52	62.6	67	72.8	39	75.0	51	63.0	18	72.0	254	66.5
No	14	28.6	16	19.3	13	14.1	6	11.5	24	29.6	6	24.0	79	20.7
No Reply	8	16.3	15	18.1	12	13.1	7	13.5	6	7.4	1	4.0	49	12.8
Total	49	100.0	83	100.0	92	100.0	52	100.0	81	100.0	25	100.0	382	100.0

sons or daughters attend a community college; 20.7 percent replied, "No,"; and 12.8 percent made no reply. An examination of the replies from the separate counties shows, from highest to lowest interest, the following: Logan, 75 percent; Hardin 72.8 percent; Union, 72 percent, Shelby, 63 percent; Champaign, 62.6 percent; and Auglaize,33.1 percent. This expressed interest in having their sons and daughters attend a community college would indicate that the parents participating in the survey in this area believe a community-college program would meet the further educational needs of their children.

Table 114 presents the parents' responses to questions regarding the distance they would be willing to have their sons or daughters drive to attend a free-public community college. Of the 382 parents participating in the study, 73.3 percent would be willing to have their sons or daughters attend if the college were within ten miles of their homes; 56 percent, if between ten and twenty miles away; 32.9 percent, if between twenty and thirty miles away; 22.2 percent, if between thirty and fifty miles away; while 12.9 percent did not reply to any one of the questions.

The distance of a community college from the home would be a vital factor affecting attendance. The data presented would indicate that, as distance increases, enrollments would decrease rather sharply.

TABLE 114

DISTRIBUTION OF RESPONSES OF PARENTS TO THE QUESTIONS REGARDING ATTENDANCE OF THEIR SONS OR DAUGHTERS AT A PUBLIC JUNIOR OR COMMUNITY COLLEGE

Descriptive Conditions	Six-County Area													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	Yes		Yes		Yes		Yes		Yes		Yes		Yes	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Located within ten miles of your home?	26	53.0	54	65.0	78	84.7	43	82.6	57	70.3	22	88.0	280	73.3
Between ten and 20 miles away?	23	46.9	44	53.0	59	64.1	32	61.5	41	50.6	15	60.0	214	56.0
Between 20 and 30 miles away?	21	42.8	24	28.9	39	42.3	14	26.9	20	24.6	8	32.0	126	32.9
Between 30 and 50 miles away?	13	26.5	15	18.0	25	27.1	6	11.5	12	14.8	4	16.0	85	22.2
No reply	12	24.4	14	16.8	7	7.6	5	9.6	8	9.8	1	4.0	47	12.9

The distribution of parent responses in reply to the question: "Would you favor having your son or daughter attend the community college if it charged tuition, but not more than one hundred dollars per year?", is shown in Table 115. Sixty-four and seven-tenths percent replied, "Yes," and 14.9 percent replied, "No." Twenty and four-tenths percent did not reply to the question.

An examination of the responses to this question reveals that parents are of the opinion that if one hundred dollars per year were charged for tuition, there would be a slight decrease in attendance at the community college.

Parents' Interest in the Location of a Community College. Table 116 presents the parents' response in regard to the location of a community college. There were 37.5 percent of the parents who favored "One that would serve from one to three counties"; 25.1 percent who favored, "One that would serve from one to six counties"; 17 percent who favored, "One in each county"; 2.6 percent made brief comments; and 17.8 percent did not reply to the question. The comments were as follows: "Have enough now," "None at all," "None," "Any place," "As need exists," and "Large enough to offer satisfactory courses."

Further examination of the table shows that the persons from each county, with the exception of Auglaize, favored the plan of "One that would serve from one to three counties." Persons from Auglaize county favored the plan "One that would serve from one to six counties."

TABLE 115

DISTRIBUTION OF RESPONSES OF PARENTS TO THE QUESTION: "IF YOU HAVE ANSWERED 'YES' TO ANY PART OF THE QUESTION REGARDING DRIVING DISTANCE WOULD YOUR ANSWER BE THE SAME IF THE COMMUNITY COLLEGE CHARGED TUITION, BUT NOT MORE THAN $100.00 PER YEAR?"

Response	Six-county Area													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	25	51.0	51	61.5	68	73.9	35	67.3	48	59.3	20	80.0	247	64.7
No	5	10.2	10	12.0	10	10.9	10	19.2	17	21.1	5	20.0	57	14.9
No reply	19	38.8	22	26.5	14	15.2	7	13.5	16	19.7			78	20.4
Total	49	100.0	83	100.0	92	100.0	52	100.0	81	100.0	25	100.0	382	100.0

TABLE 116

DISTRIBUTION OF RESPONSES OF PARENTS TO THE QUESTION: "WHERE WOULD YOU BE IN FAVOR OF LOCATING A COMMUNITY COLLEGE?"

Responses	Six-County Area													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One in each county	3	6.1	10	12.0	22	23.9	13	25.0	14	17.3	3	12.0	65	17.0
One that would serve from one to three counties	10	20.4	33	39.8	38	41.3	17	32.6	33	40.8	12	48.0	143	37.5
One that would serve from one to six counties	19	38.9	21	25.3	21	22.8	10	19.2	18	22.2	7	28.0	96	25.1
Other	1	2.0	1	1.2	1	1.1	4	7.7	1	1.2	2	8.0	10	2.6
No reply	16	32.6	18	21.7	10	10.9	8	15.4	15	18.5	1	4.0	68	17.8
Total	49	100.0	83	100.0	92	100.0	52	100.0	81	100.0	25	100.0	382	100.0

Parents' Purposes in Sending Their Sons and Daughters to a Community College. In Table 117 are shown the responses of parents to the question of purposes they have in mind for their sons or daughters attending a community college. Purposes and percentages for each as given by the parents are as follows: Terminal education, 39.3 percent; two years of college work and then transfer to a four year school, 22.0 percent; and general education to prepare for citizenship, 17.5 percent. Two and one-tenth percent suggested other purposes, and 19.1 percent did not reply to the question. The returns as given in this table again indicate an important measure of the need of a community-college program in meeting the terminal, college preparatory, and general educational needs and desires of rural youth.

Part III: Matched Pairs

As shown previously in the chapter, 602 seniors and 382 parents responded to the questionnaire. Of these numbers 357 were arranged as matched pairs, although only those questions that were answered by both the senior and his parent were considered in determining relationships.

The questionnaire was composed of seven major parts with sub-divisions in each part. Each major part or question was studied in order to select those that would lend themselves as matched pairs.

TABLE 117

DISTRIBUTION OF RESPONSES OF PARENTS TO THE QUESTION: "IF YOUR CHILDREN WOULD ATTEND A PUBLIC JUNIOR OR COMMUNITY COLLEGE, WHAT WOULD THEIR PURPOSE BE?"

Response	Six-County Area													
	Auglaize		Champaign		Hardin		Logan		Shelby		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
To continue general education in preparation for the duties of a citizen.	4	8.2	17	20.5	16	17.4	4	7.7	22	27.2	4	16.0	67	17.5
To take two years of regular college work and then transfer to a four-year college or university	7	14.3	16	19.3	20	21.7	14	26.9	18	22.2	9	36.0	84	22.0
To prepare for an occupation that does not require more than two years beyond the high school.	21	42.9	32	38.5	40	43.5	23	44.2	25	30.9	9	36.0	150	39.3
Other	1	2.0			2	2.2	2	3.9	2	2.5	1	4.0	8	2.1
No reply	16	32.6	18	21.7	14	15.2	9	17.3	14	17.2	2	8.0	73	19.1
Total	49	100.0	83	100.0	92	100.0	92	100.0	81	100.0	25	100.0	382	100.0

Dr. Tom O'Keefe, Research Director of the Ohio Education Association, and Edward Hale, graduate assistant, Department of Psychology, The Ohio State University, assisted in selecting those questions to be used in matched pairs. The questions and answers to questions I, V, VI, and VII were selected to determine relationships.

Statistical methods were then employed to determine whether or not significant relationships did exist between the senior's response and the response of his parent. Should the results show that the relationships were not due to chance, then it would be possible to predict one response from the other.

The following relationships were shown to exist:

1. Relationship of replies in regard to plans upon graduation:

> The eight plans listed in the questionnaire under question I were re-grouped as variables as follows: (1) complete four years of college, (2) complete two years of college, (3) get married but take short-term courses, (4) get married and go to work, (5) enter military service or be uncertain about future plans.

The Toops Rectangular Coefficient of Correlation Sheet[5] was used to determine the Pearson Coefficient of Correlation for this group of variables from data found in Table 118. The work sheet may be found in the appendix, page 368.

---

[5] Herbert A. Toops. Rectangular Coefficient of Correlation Sheet. New York: Institute of Educational Research, Teachers College, Columbia University, 1922.

TABLE 118

CORRELATION TABLE: RESPONSES OF SENIORS AND PARENTS IN REGARD TO PLANS UPON GRADUATION FROM HIGH SCHOOL

Y \ X	Complete Four Years College	Complete Two Years College	Get Married But Take Short-term Courses	Get Married and Go To Work	Military or Uncertain
Complete Four Years College	8	10	1	7	35
Complete Two Years College	3	3		20	
Get Married But Take Short-Term Courses	12	11	12		1
Get Married and Go ToWork	25	39	4	3	1
Military or Uncertain	25	6			

X = Seniors Y = Parents

The result indicates that the coefficient of correlation between the senior responses and those of their parents is significant far beyond the one hundredth of 1 percent level (.0001). The result obtained would have been virtually impossible by chance. Hence the conclusion that a definite correlation exists.

2. Relationship of replies in regard to interest in attending a community college:

Question V in the questionnaire was answered by either checking "Yes" or "No." The responses were grouped as "Yes" and "No" variables in Table 119 and, using this data the phi coefficient (ϕ) was solved as follows:

$$\text{Where } (\phi) = \frac{(bc) - (ad)}{\sqrt{(a+b)(c+d)(a+c)(b+d)}}$$

Substituting:

$$= \frac{(37)(107) - (19)(31)}{\sqrt{(68)(126)(138)(56)}}$$

$$= \frac{3370}{\sqrt{66213504}} = \frac{8137}{168050}$$

$$= 0.4141 = Z = 0.436 \text{ (critical ratio of 6.02)}$$

The result, phi coefficient of 0.4141, indicates that a significant relationship exists far beyond the one-hundredth of 1 percent level (.0001). Thus it was established that a definite positive relationship exists since one cannot explain the result by attributing it to chance.

TABLE 119

TABULATION OF SENIOR AND PARENT RESPONSES AS "YES" AND "NO" VARIABLES IN REGARD TO INTEREST IN ATTENDING A COMMUNITY COLLEGE

X

---

		68 (a+c)	126 (b+d)	Total	
Y	Yes	(a) 31	(b) 107	(a+b) 138	X = Seniors
	No	(c) 37	(d) 10	(c+d) 56	Y = Parents
		No	Yes		

Formula:

$$r = \frac{\frac{X\left[(Frx\ X) + Y\ (Fry\ Y) - Frq\ (X-Y)^2\right]}{2}\ (N)\ (Fry\ X)}{\sqrt{(N)\left[X\ (Frx\ X) - (Frx\ Y)\right]^2}\sqrt{(N)\left[Y\ (Fry\ Y) - (Fr\ Y)\right]^2}}$$

$$= \frac{\frac{X(Fr\ X) + Y\ (Fry) - Frq\ (X-Y)^2}{2}\ N(X\ Frx\ X)(Fr\ Y)^2}{\sqrt{(N)\ (Frx\ X) - (X\ (Frx)^2} - \sqrt{(N)\ (Y\ (Fry\ Y) - (Fry\ Y)^2}}$$

Application:

$$= \frac{\frac{\left[(999)\ (1426) - (387)\right]}{2}\ (226) - (341)\ (466)^2}{\sqrt{(226)\ (999) - (341)^2}\sqrt{(226)\ (1426) - (466)^2}}$$

$$= \frac{71388}{\sqrt{109493}\ \sqrt{105120}}$$

$$= 0.6654$$

3. Relationship of replies in regard to the location of a community college:

Question IV was answered by checking one of three suggested plans for locating a community college. A correlation table, Table 120 was arranged and by using this data with the Toops Rectangular Coefficient of Correlation Sheet it was possible to determine the Pearson Coefficient of Correlation. The results were as follows:

Formula:

$$r = \frac{\frac{X\left[(Frx\ X)\ Y\ (Fry\ Y) - Frq\ (X - Y)^2\right]}{2}(N)\ (Fry\ Y)}{\sqrt{(N)\left[X\ (Frx\ X) - (Frx\ X)^2\right]}\sqrt{(N)\left[Y\ (Fry\ Y) - (Fr\ Y)^2\right]}}$$

$$= \frac{\frac{X(Fr\ X)\ Y\ (Fry\ Y) - Frq\ (X-Y)^2}{2}\ N\left[X\ (Frx\ X)\right]\ (Fry\ Y)}{\sqrt{(N)\ (Fr\ X) - (X\ (Frx\ X)^2}\ \sqrt{(N)\left[Y\ (Fry\ Y)\right] - (Fry\ Y)^2}}$$

Application:

$$r = \frac{\frac{\left[(213)\ (191) - (80)\right]}{2}(167) - (147)\ (135)}{\sqrt{13962}\ \sqrt{13672}}$$

$$= \frac{7209}{\sqrt{13962}\ \sqrt{13672}}$$

$$= 0.5218$$

TABLE 120

CORRELATION TABLE: INTEREST OF SENIORS AND THEIR PARENTS IN THE LOCATION OF A COMMUNITY COLLEGE

Y \ X	One in each county	One to serve one to three counties	One to serve one to six counties
One in each county	2	13	13
One to serve one to three counties	17	46	16
One to serve one to six counties	34	22	4

X = Seniors Y = Parents

The result indicates that the coefficient of correlation between the responses of the seniors and those of their parents is significant far beyond the one-hundredth of 1 percent level (.0001). A definite positive correlation was established.

4. Relationship of replies in regard to the purposes in attending a community college:

Question VII was answered by checking one of three suggested purposes for attending a community college. Computations were then made from data as arranged in Table 121 solving for the contingency coefficient.[6] This contingency coefficient being a measure of the degree of association or correlation which exists between variables for which one has categorical information. This coefficient is stated in terms of a quantity known as X^2 (chi square) thus:

$$C = \frac{X^2}{N\ X^2}$$

Where, $X^2 = \frac{(O-E)^2}{E}$

Then, substituting for X^2 formula above from Table 116,

$(17 - 20.37)^2 = 11.3569/20.37 = 0.5575$
$(5 - 10.68)^2 = 32.2624/10.68 = 3.0208$
$(17 - 7.95)^2 = 81.9025/7.95 = 10.3022$
$(9 - 22.98)^2 = 195.4404/22.98 = 8.5048$
$(31 - 12.05)^2 = 359.1025/12.05 = 29.8010$
$(4 - 8.97)^2 = 24.7009/8.97 = 2.7537$
$(56 - 38.65)^2 = 301.0225/38.65 = 7.7884$
$(7 - 20.27)^2 = 176.0929/20.27 = 8.6874$
$(11 - 15.08)^2 = 16.6464/15.08 = 1.1039$
$X^2 = 72.5197$

6 Quinn McNemar. Psychological Statistics. (John Wiley and Sons, Inc., New York), 1949, p. 179.

TABLE 121

CONTIGENCY TABLE: OBSERVED AND EXPECTED FREQUENCIES OF THE RESPONSES OF SENIORS AND PARENTS IN REGARD TO PURPOSES IN ATTENDING A COMMUNITY COLLEGE

		X					
		General Education		Two-year College than transfer		Prepare for an Occupation, 2 years	
		E	O	E	O	E	O
Y	General Education	20.37	17	10.68	5	7.95	17
	Two-year College than Transfer	22.98	9	15.05	31	8.97	4
	Prepare for an Occupation, 2 years	38.65	56	20.27	7	15.08	11

X = Seniors; Y = Parents; E = Expected frequencies; O = Observed frequencies

The results indicate a X^2 of 72.52. This chi square is significant far beyond the one-thousandth percent level (.001). This shows that a definite relationship exists between senior and parent responses. Thus one can predict the response of the senior from the response of the parent far better than by chance.

In summarizing the results of the four cases given above it is noted that a definite positive relationship exists between the responses of the senior and those of his parent. This establishes a statistical basis for future predictions whenworking with the responses either of seniors or of their parents on particular questions.

Summary

The 602 seniors and 382 parents who took part in the survey were residents of the six-county area which included the following counties: Auglaize, Champaign, Hardin, Logan, Shelby, and Union.

The data show that the 602 seniors and the 382 parents had the following plans regarding activities following graduation from high school:

1. One hundred eighty-nine, or 31.4 percent, of the seniors, and 168, or 44.0 percent of the parents, planned to (have them) attend college.

2. One hundred sixty, or 26.6 percent of the seniors, and thirty-eight, or 9.9 percent of the parents, planned to (have them) stop formal education and go to work.

3. Forty-five, or 7.5 percent, of the seniors, and sixty-one, or 15.9 percent of the parents, planned to (have them) go to work but continue their education through short-term courses.

4. Twenty, or 3.3 percent, of the seniors, and six, or 1.6 percent of the parents, planned to (have them) stop their formal education and get married.

5. Nine, or 1.5 percent of the seniors, and one, or .3 percent of the parents, planned to (have them) get married but to continue their education through short-term courses.

6. Twenty-six, or 4.3 percent of the seniors, and five, or 1.3 percent of the parents, planned to (have them) enter military service.

7. One hundred fifty-three, or 25.4 percent of the seniors, and 103, or 27 percent of the parents, said they were uncertain about plans upon graduation from high school.

Fifty-one colleges and other post-secondary institutions were chosen by the two hundred seniors who planned to continue their education. Forty-four institutions were named by the 180 parents responding. The seniors' major preferences of colleges in the order preferred were: The Ohio State University, Ohio Northern University, Bowling Green State University, and Miami University. The major preferences of the parents of seniors in the order preferred were: The Ohio State University, Ohio Northern University, Bowling Green State University, Wittenberg College, University of Dayton, and Miami University.

Six reasons were given by the seniors and by their parents for seniors' not attending college or other post-secondary school. The reasons given and the percentages derived from the data are as follows:

Reason	Seniors Percent	Parents Percents
Not interested	22.5	13.4
Financial	16.2	23.4
Work	15.7	3.8
Lack ability	5.6	.3
Marriage	3.9	2.4
Military Service	3.4	1.7

The major occupations listed as a definite life work were:

Seniors		Parents	
Boys	Girls	Boys	Girls
Farming	Secretary	Farming	Nursing
General mechanic	Nursing	Agricultural Education	Secretary
Religious work	Teaching	Veterinarian	Teacher
	Housewife		Business Education

The number and percentage of occupations definitely decided upon that would require less than four years of preparation beyond the high school were:

Seniors		Parents	
Boys	Girls	Boys	Girls
Thirteen, or 52 percent	Ten, or 76.9 percent	Four, or 28.6 percent	Six, or 54.5 percent

The number and percentage of occupations listed under "first consideration" that would require less than four years of preparation beyond the high school were:

Seniors		Parents	
Boys	and Girls	Boys	and Girls
Forty, or 70.2 percent, out of fifty-seven occupations.		Nineteen, or 59.4 percent, out of thirty-two occupations.	

Seniors who were entirely uncertain about a life work were as follows:

Seniors		Parents	
Boys	Girls	Boys	Girls
Seventy-three, or, 24.9 percent.	Seventy-three, or 23.6 percent.	Sixty-four, or 38.3 percent.	Ninety-one, or 42.3 percent.
Total: one hundred forty-six, or 24.3 percent.		Total: one hundred fifty-five, or 40.6 percent.	

The outstanding interest of seniors and their parents in a community college is shown by the following data:

1. Four hundred twenty-six, or 70.8 percent, of the seniors, and 254, or 66.5 percent, of the parents stated that they were interested in attending (having them attend) a public community college.

The following data show the responses of the seniors and their parents regarding the distance they would (have them) travel to attend a community college:

1. Four hundred thirty-six, or 72.4 percent, of the seniors, and 280, or 73.3 percent, of the parents indicated that they would be willing to (have them) drive to attend a community college if it were ten miles from their homes.

2. Three hundred fifty-two, or 58.5 percent, of the seniors, and 214, or 56 percent, of the parents would (have them) drive if the community college were located between ten and twenty miles away.

3. Two hundred forty-nine, or 41.4 percent, of the seniors, and 126, or 32.9 percent, of the parents would (have them) drive if the community college were located twenty or thirty miles away.

4. One hundred twenty-eight, or 21.3 percent, of the seniors, and eighty-five, or 22.3 percent, of the parents would (have them) drive if the community college were between thirty and fifty miles away.

5. Forty-nine, or 8.1 percent, of the seniors and forty-seven, or 12.9 percent, of the parents did not reply to this question.

Three hundred fifty-four, or 58.8 percent, of the seniors and 247, or 64.6 percent, of the parents stated that whether or not the community college charged one hundred dollars tuition per year their plans in attending (having them attend) would not be altered. One hundred one, or 16.8 percent, of the seniors, and fifty-seven, or

14.9 percent, of the parents stated that if the college were to charge one hundred dollars tuition per year they could not (have them) attend.

The opinions of the seniors and their parents relative to the area a community college should serve were:

1. Two hundred seventy-seven, or 46 percent, of the seniors, and 143, or 37.5 percent, of the parents stated that the community college should serve from one to three counties.

2. One hundred forty-two, or 23.6 percent, of the seniors, and ninety-six, or 25.1 percent, of the parents stated that a community college should serve from one to six counties.

3. One hundred twelve, or 18.6 percent, of the seniors, and sixty-five, or 17 percent, of the parents stated that a community college should serve one county.

4. Fifty-nine, or 9.8 percent, of the seniors, and sixty-eight, or 17.8 percent, of the parents did not reply to this question.

The seniors and their parents gave the following indication of their purposes in attending (having them attend) a community college:

1. Two hundred sixty-four, or 43.9 percent, of the seniors, and 150, or 39.3 percent, of the parents stated that the purpose in attending (having them attend) a community college would be to prepare for an occupation that would not require more than two years beyond the high school level.

2. One hundred thirty-nine, or 23.1 percent, of the seniors, and eighty-four, or 22 percent, of the parents stated that the purpose in attending (having them attend) a community college would be to get two years of regular college work and then transfer to a four-year institution of higher learning.

3. Ninety-four, or 15.6 percent, of the seniors, and sixty-seven, or 17.5 percent, of the parents stated that the purpose in attending (having them attend) a community college would be to continue general education in preparation for the duties of citizenship.

4. Ninety-one, or 15.1 percent, of the seniors, and seventy-three, or 19.1 percent, of the parents did not answer.

The data indicate that the seniors and their parents, participating in the survey, residing in the rural areas of Ohio, were keenly interested in a community college as a means of offering further educational opportunities above the high-school level.

In endeavoring to determine whether or not a definite relationship existed between the responses of the senior and his parent, matched pairs were used with the results as follows:

1. Relationship of replies in regard to plans upon graduation: The Pearson Coefficient of Correlation was shown to be .665.

2. Relationship of replies in regard to the interest in attending a community college: The Phi Coefficient was shown to be .414.

3. Relationship of replies in regard to the location of a community college: The Pearson Coefficient of Correlation was shown to be .522.

4. Relationship of replies in regard to the purposes for attending a community college: Chi Square was shown to be 72.52; degrees of freedom, 4.

It was shown that statistically it would have been virtually impossible to have obtained the above results by chance. Thus a definite relationship was shown to exist between the seniors' and the parents' responses.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

The Problem of the Study

The ultimate aim of this study was the development of a series of recommendations for a community-college program in rural Ohio. To provide a basis for these recommendations it was necessary to:

(1) Determine whether there was need for community colleges.

(2) Determine the interest of youth and adults in education above the high-school level.

(3) Secure opinions of seniors and their parents in regard to educational needs and plans of seniors.

(4) Secure opinions as to the adequacy of present offerings in the rural-secondary school.

(5) Secure opinions on the problems of educational needs, legislation, financial support, location, organization, and teaching staff as related to the community college.

This study was limited to the questioning of members of Farm Bureau Advisory Councils throughout Ohio; to the questioning of high-school seniors and their parents in a six-county area, namely, Auglaize, Champaign, Hardin, Logan, Shelby, and Union; and

to personal interviews with members of twenty-four advisory councils of the same area in order to determine the educational needs of the people. The scope of the research made it impossible to question or to interview all the people in rural Ohio. However, it seemed reasonable to assume that a cross-section of the more progressive residents of rural Ohio would be represented in the three groups questioned and the one group personally interviewed.

Summary

The Rural Population

The significant facts regarding the rural population of Ohio are, (1) it has decreased 20.1 percent between the years 1940 and 1950, this decrease being largely due to a shift of occupations from agriculture to manufacturing, (2) the total population for the state of Ohio has increased 15 percent during the same period; the major percent of increase was among the rural nonfarm population, (3) the median of school years completed for the rural family is lower than that of the urban family, and (4) the median income of rural families is lower than that of the urban family.

Education in rural Ohio is now confronted by serious problems resulting from this population change of the past decade. A major problem is that of school-district organization. School-district

organization is of vital importance since it encompasses needs, such as building, curriculum, teacher supply, training of teachers, transportation, district valuation, geographic location, and increasing enrollments. The problem of school district organization is closely associated with the problem of offering further educational opportunities to youth and adults; therefore, both must be worked out together.

A brief examination of Ohio's county-school districts has shown that, because of the existence of many small high schools, inadequate curricula, under-trained teachers with low salaries, low valuations, and low median incomes of rural residents, equal educational opportunity does not exist for the rural and the urban youth.

Means of Extending Educational Opportunity Beyond the Present High-School Level

In making an analysis of the present means that Ohio extends to youth and adults to get education beyond the present high-school level, the following means with supplementary programs were cited:

(1) The Ohio Farm Bureau Advisory Council Program with 45,743 active members conducting an adult education program on local, state, and national levels.

(2) Ohio's six state and three municipal universities with their on-campus and off-campus programs.

(3) Ohio's forty-four private four-year colleges with their on-campus and off-campus programs.

(4) Ohio's three technical institutes and seven junior colleges with supplementary programs.

(5) Ohio's other 140 special schools designed to meet particular educational needs.

The above-mentioned means would indicate a broad and varied educational offering to the people of Ohio, yet when one considers whether they are available to all people in all parts of the state, one sees that a definite inequality exists.

The community college, a new type of school, has emerged in some states from the junior college and the technical institute. This institution endeavors to serve the educational needs of a particular community insofar as possible. In doing this it aids in correcting the existing educational inequalities in various parts of the state. Ohio has given little leadership to the community college movement. Legislation has been introduced in the 1949, 1951, and 1953 General Assemblies of Ohio providing for the establishment of public junior and community colleges, without the passage of any measure.

Present-Day Opportunities Existing in Ohio for Youth and Adults to Get Further Training Beyond the Present High School

In order to show the relationship of population groups to educational opportunity the state was divided into (1) metropolitan and large-city areas, and (2) rural and small-city areas. This division followed very closely that set-up by the Bureau of the Census. The metropolitan and large-city areas consisted of twenty-six counties and had forty-four, or 74.6 percent, of Ohio's colleges and universities; the rural and small-city areas consisted of sixty-two counties and had fifteen, or 25.4 percent, of the colleges and universities.

One and seven-tenths percent of the 1950 metropolitan and large city population were enrolled in Ohio colleges, while only .89 percent of the rural and small city population were thus enrolled.

Seven, or 27 percent, of the twenty-six counties in the metropolitan and large-city areas, and forty-eight, or 77.4 percent, of the sixty-eight counties in the rural and small-city areas do not have a college or university within their borders. This fact presents the problem of distance as a barrier to school attendance. The fact that persons residing in urban centers have a higher median of school years attended than rural residents, or even rural nonfarm residents, strengthens the argument that the proximity of a

higher institution of learning is a very important factor in school attendance.

The economic barrier to college attendance was presented through a comparison of the median incomes of families residing in the metropolitan and large-city areas and those residents of the rural and small city-areas as follows:

(1) A total of 70.9 percent of the families residing in the metropolitan and large-city areas had median incomes above the highest found in families residing in the rural and small-city areas.

(2) A total of 24.1 percent of the families in the metropolitan and large-city areas had median incomes ranging from $3,408.00 to $3,018.00; while 34.2 percent of the families residing in the rural and small-city areas were approximately within this range.

(3) A total of 5 percent of the families residing in the metropolitan and large-city areas had median incomes ranging from $2,482.00 to $2,951.00; while 41.5 percent of the families residing in the rural and small-city areas were approximately within this range.

(4) A total of 24.2 percent of the families residing in the rural and small-city areas had median incomes below the lowest ($2,482.00) found in families residing in the metropolitan and large-city areas.

Basic Problems in Regard to the Establishment of Community Colleges Legislation. This question was divided into two parts, (a) "Do you think that your community needs to offer further educational opportunities to youth and adults?" and (2) "Would you favor permissive legislation, allowing the people of an area to vote on this question?" The results of the state-wide poll indicated that 73.9 percent of advisory council members were of the opinion that their community should offer further educational opportunities, and that 80.8 percent, would favor a form of permissive legislation. The returns from the six-county inquiry were 84.3 and 78.6 percent respectively.

Financial Support. Responses of advisory council members to the question: "How should a community college program, above the present high-school level, be financed?" were as follows:

Suggested means	State-wide Percent	Six-county Percent
Local taxes only	1.0	2.2
State support only	2.8	.6
Student tuition entirely	24.5	3.9
State and local support evenly divided	11.0	10.7
State and local support with minimum tuition	47.4	58.4
Local taxes with minimum tuition	5.3	5.6
State support with minimum tuition	7.8	6.7

The percentages listed above show that in both the state-wide and six-county returns the plan, "State and local support with minimum tuition," was ranked first in importance as a means of financial support.

Organization. This question consisted of three parts. The percentages for each part from the state-wide and the six-county returns of advisory council members were:

Parts	State-wide Percent	Six-county Percent
Use a conveniently located high school; extend it to include grades 13 and 14.	75.2	35.9
Erect or secure a separate building to house the community college.	3.0	33.1
Broaden the program of a nearby college or university to include the community college.	21.9	23.0

As shown above, the responses from the state-wide poll indicate a definite preference for the plan, "use a conveniently located high school; extend it to include grades 13 and 14." This preference may be due to the high esteem in which rural people hold their schools. This preference may also reflect the fact that they did not have sufficient information upon which to base a choice. Responses from persons from the six-county area, although stating the same first preference, gave higher percentages to "erect or secure a separate building to house the community college" and "broaden the program of a nearby college or university to include the community college" than was found in the state-wide returns. The higher percentages given to the last two plans were

probably the result of a question and answer period with the writer before the inquiry was completed.

Location. In answering this question members of advisory councils were asked to check one of four descriptive driving conditions. Responses were:

Descriptive conditions	State-wide Percent	Six-county Percent
Not over thirty miles	5.3	1.7
Not over twenty miles	26.9	49.4
Not over ten miles	50.2	35.9
Not over five miles	17.5	3.9

The state-wide returns indicate that the respondents favor "not over ten miles," while the six-county returns indicate that the respondents favor "not over twenty miles." The writer would conclude that a community college should serve at least a twenty-mile radius.

Teaching Staff. In answering this question members of advisory councils were requested to check one or more of six community groups from which instructors for short-term courses could be drawn. The percentages for each community group, as derived from the state-wide and six-county returns, were:

Community groups	State-wide Percent	Six-county Percent
Agricultural Agency leaders	73.8	77.5
Public-school teachers and officials	46.1	52.8
Local professional people	46.5	62.3
Local farmers	42.9	52.8
Local businessmen	36.8	43.8
Nearby college professors	41.8	47.2

Interest in College Attendance

The community-college-survey inquiry completed by parents of seniors residing in the six-county area in regard to college attendance showed the following: A total of 57.9 percent of the parents was interested in attending a community college. A total of 75.3 percent of the parents stated that they would like to have their sons or daughters attend a community college.

The community-college-survey inquiry completed by advisory council members of the six-county area in regard to reasons for wishing their children to attend a community college were: (1) students may room and board at home, 29.2 percent; (2) students may have the opportunity to get specific job training, 23 percent; (3) students may have the opportunity to get short-term courses, 15.7 percent; (4) students may have the opportunity to get two years of college training and then transfer to a four-year school, 13.5 percent; (5) students may get courses in general education, 4.5

percent; and (6) students may attend part-time and work part-time, 2.2 percent.

Courses in General Education and Specific Job Training

Parents' requests for courses in general education, according to the needs and abilities of their children, were for English, mathematics, American government, science, and art.

Parents' requests for courses in specific job training, according to the needs and abilities of their children, in the order of frequency were: agriculture, secretarial work, nursing, homemaking, business management, carpentering, music, diesel engineering, chemistry, health service, electrical engineering, business, electricity, general engineering, photography, plumbing, commercial art, dietetics, industrial management, television, civil engineering, textiles, journalism, X-Ray technician, automotives, librarian, dramatics, transportation, telephone utilities, teacher training, mortuary service, watch-making and repair, gas and water utilities, cosmetology, optometry, railroading, commercial design, buying, mechanics, medical assistant, pharmacist, ROTC, and veterinarian.

Interest in Short-term Courses

Parents' requests for short-term courses for themselves and for their children, and a combined list for both were:

Parent			Their children		
Course	Number	Percent	Course	Number	Percent
Farm law	57	32.0	Music	38	21.3
Welding	49	27.5	Sewing for beginners	38	21.3
Carpentry	43	24.1	Bookkeeping	37	20.7
Practical electricity	43	24.1	Spelling	33	18.5
Cooking for the family	42	23.6	Practical electricity	30	16.8
Bookkeeping	37	20.7	Speech training	28	15.7
Child care and childrens' diseases	34	19.1	Welding	27	15.1
Feeding cattle	33	18.5	Carpentry	25	14.0
Feeding hogs	31	17.4	Cooking for the family	22	12.3
Working together as groups	31	17.4	Marriage and family life	22	12.3
Community planning	29	16.1	Crafts	21	11.8
Health in the home, school and community	28	15.7	Budgeting your income	20	11.2
Teaching Sunday-school	26	14.6	Repairing automobiles	20	11.2
Marriage and family life	26	14.6	Business management	19	10.6
Crafts	24	13.4	Art	18	10.1
Speech training	24	13.4	Mathematics	18	10.1
Religion	23	12.9	Religion	16	8.9
Budgeting your income	20	11.2	Feeding hogs	16	8.9
Business management	19	10.6	Working together as groups	16	8.9
Current problems	18	10.1	Farm law	15	8.4

Parent			Their children		
Course	Number	Percent	Course	Number	Percent
Sewing for beginners	18	10.1	Feeding cattle	14	7.8
Repair automobiles	17	9.5	Community planning	13	7.3
Art	17	9.5	Health in the home, school and community	12	6.7
Music	17	9.5	Arithmetic	12	6.7
Government Agencies	14	7.8	Blueprint reading	12	6.7
Local history	13	7.3	Recreation management and supervision	12	6.7
Television repair	10	5.6	Television repair	11	6.1
Current history	9	5.0	Teaching Sunday-school	11	6.1
Mathematics	8	4.4	Current problems	10	5.6
Spelling	8	4.4	Dramatics	9	5.0
Recreation management and supervision	8	4.4	Child care and children's diseases	8	4.4
State history	8	4.4	Radio repair	6	3.3
Blueprint reading	7	3.9	Current history	5	2.8
Public speaking	7	3.9	Debate	5	2.8
Short story writing	6	3.3	Open forum training	4	2.2
Open forum training	5	2.8	State history	3	1.6
Debate	5	2.8	Public speaking	3	1.6
Dramatics	3	1.6	Government agencies	2	1.1
Arithmetic	2	1.1	Short-story writing	2	1.1
General history	2	1.1			
Home nursing, inventing, radio repair, diesel, co-operatives, relation of man soil and water, health, world affairs, tractor and machinery repair, soil chemistry	1 each	.5	Dairy management, photography, tractor and machinery repair	1 each	.5

Combined, parents and children

Course	Number	Percent	Course	Number	Percent
Welding	76	42.7	State history	11	6.1
Practical electricity	74	41.5	Public speaking	10	5.6
Farm law	72	41.0	Open forum training	9	5.0
Carpentry	68	38.2	Debate	9	5.0
Cooking for the family	64	35.9	Short-story writing	8	4.4
Sewing for beginners	56	31.4	Radio repair	7	3.9
Music	55	30.9	Tractor and machinery repair	2	1.1
Speech training	52	29.2	Inventing	1	.5
Marriage and family life	48	26.9	Home nursing	1	.5
Feeding hogs	47	26.4	Dairy management	1	.5
Feeding cattle	47	26.4	Photography	1	.5
Working together as groups	47	26.4	Cooperatives	1	.5
Crafts	45	25.2	Diesel	1	.5
Local history	20	11.2	Political geography	1	.5
Recreation management and supervision	20	11.2	World affairs	1	.5
Blueprint reading	19	10.6	Soil chemistry	1	.5
Government agencies	16	8.9			
Arithmetic	14	7.8			
Current history	14	7.8			
Dramatics	12	6.7			

Adequacy of Present High-School Offerings

Parents' opinions in regard to how well the present high school curriculum offerings were meeting student needs show:

(1) Physically and mentally handicapped: four families, or 2.2 percent, rated the offerings as good; twenty-seven families, or 15.2 percent, rated the offerings as fair; and 107 families, or 60.1 percent, rated the offerings as poor.

(2) Vocational: Thirty-five families, or 19.7 percent, rated the offerings as good; eighty-seven families, or 48.8 percent, rated the offerings as fair; and twenty-two families, or 12.4 percent, rated the offerings as poor.

(3) College preparatory: Fifty-two families, or 29.2 percent, rated the offerings as good; seventy-six families, or 42.7 percent, rated the offerings as fair; and fourteen families, or 7.9 percent, rated the offerings as poor.

(4) Citizenship: Thirty families, or 16.8 percent, rated the offerings as good; eighty-five families, or 47.8 percent, rated the offerings as fair; and twenty-one families, or 11.8 percent, rated the offerings as poor.

A composite of the ratings given by parents shows that 121, or 17 percent, rated their school's offerings as good; 275, or 38.6 percent, rated their school's offerings as fair; and 164, or 23 percent, rated their school's offerings as poor.

In summarizing the remaining points of the study, combined tables showing the replies of the respondents will be presented.

Interest in College Attendance

Table 122 reveals the interest of the seniors and their parents toward college attendance for the seniors. In this table it is seen that 31.4 percent of the seniors, and 44 percent of the parents planned to (have them) go to college.

Table 123 shows a close agreement between the replies of seniors and parents in regard to interest in attending a community college. The responses (combined) of seniors and parents show that 69.1 percent replied, "Yes," to the question of college attendance; and 23.5 percent, replied, "No." Thus, approximately 70 percent of seniors and parents agreed upon the seniors' attending a public junior or community college.

Reasons Why Seniors Do Not Attend College

Table 124 shows the replies of seniors and parents in regard to reasons why seniors do not go to college. The reason, "financial," ranked first; "not interested," ranked second; "work," ranked third; "marriage," ranked fourth; "lack ability" ranked fifth; and "military service," ranked sixth with all respondents (combined). Parents ranked "financial" first, while the seniors ranked it second.

TABLE 122

THE INTEREST OF SENIORS AND PARENTS TOWARD A COLLEGE EDUCATION FOR SENIORS*

Replies	Seniors		Parents		Total	
	Number	Percent	Number	Percent	Number	Percent
Plan to (have them) go to college	189	31.4	168	44.0	357	36.3
Do not plan to (have them) go to college or uncertain	413	68.6	214	56.0	627	63.7
Total	602	100.0	382	100.0	984	100.0

* Data derived from Tables 90 and 105.

TABLE 123

SENIORS' AND PARENTS' REPLIES TO THE QUESTION: "WOULD YOU BE INTERESTED IN ATTENDING (HAVING THEM ATTEND) A PUBLIC JUNIOR OR COMMUNITY COLLEGE?"*

Replies	Seniors		Parents		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	426	70.8	254	66.5	680	69.1
No	152	25.2	79	20.7	231	23.5
No answer	24	4.0	49	12.8	73	7.4
Total	602	100.0	382	100.0	984	100.0

* Data derived from Tables 96 and 112.

TABLE 124

REASONS WHY SENIORS DO NOT ENTER COLLEGE:ACCORDING TO SENIORS' AND PARENTS*

Reasons	Seniors		Parents		Total	
	Number	Percent	Number	Percent	Number	Percent
Financial	67	16.2	68	23.3	135	19.2
Not interested	93	22.5	39	13.4	132	18.8
Work	65	15.7	11	3.8	76	10.8
Lack ability	23	5.6	1	.3	24	3.4
Marriage	16	3.9	7	2.4	23	3.2
Military service	14	3.4	5	1.7	19	2.7
No answer	135	32.7	160	55.0	295	41.9
Total	413	100.0	291	100.0	704	100.0

* Data derived from Tables 91 and 107.

Parents ranked "not interested" second, while the seniors ranked it first. Parents and seniors ranked "work" third. A total of 32.7 percent of the seniors and 55 percent of the parents did not reply to this question. The information given in this table would indicate that educational centers in rural areas of the state could advance the educational status of rural youth.

Proximity of the Community College

Table 125 reveals the replies of seniors and parents regarding the distance they would be willing to (have them) drive to attend a public junior or community college. A total of 716 persons out of 984, or 72.7 percent, indicated that they would (have them) drive to a community college if it were located within ten miles of their homes. A total of 566 persons, or 57.5 percent, indicated they would (have them) drive to attend a community college if it were located between ten and twenty miles away. A total of 375 persons, or 38.1 percent, indicated that they would (have them) drive to attend a community college if it were located between twenty and thirty miles away. A total of 213 persons, or 21.6 percent, indicated that they would (have them) drive to attend a community college if it were located between thirty and fifty miles away.

TABLE 125

DISTRIBUTION OF RESPONSES OF SENIORS AND PARENTS TO QUESTIONS REGARDING ATTENDANCE AT A PUBLIC JUNIOR OR COMMUNITY COLLEGE*

Descriptive Conditions	Seniors (Base 602)		Parents (Base 382)		Total (Base 984)	
	Number	Percent	Number	Percent	Number	Percent
Within 10 miles of home	436	72.4	280	73.3	716	72.7
Between 10 and 20 miles away	352	58.5	214	56.0	566	57.5
Between 20 and 30 miles away	249	41.4	126	32.9	375	38.1
Between thirty and 50 miles away	128	21.3	85	22.2	213	21.6
No reply	49	8.1	47	12.9	96	9.7

* Data derived from Tables 97 and 113.

Table 126 reveals that, if tuition were charged, 61 percent of the combined groups of seniors and parents would still attend the community college. As shown in Table 106, 69.1 percent of parents and seniors were interested in attending (having them attend). Thus, a reduction of 8 percent would be due to a tuition charge. This 8 percent represents a challenge to the community as it endeavors to work-out the financial program for the community college.

TABLE 126

RESPONSES OF SENIORS AND PARENTS TO THE QUESTION: "IF YOU ANSWERED 'YES' TO ANY PART OF THE QUESTION IN REGARD TO DRIVING DISTANCE, WOULD YOUR ANSWER BE THE SAME IF TUITION WERE CHARGED, BUT NOT MORE THAN $100.00 PER YEAR?"*

Replies	Seniors		Parents		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	354	58.8	247	64.7	601	61.1
No	101	16.8	57	14.9	158	16.1
No answer	147	24.4	78	20.4	225	22.8
Total	602	100.0	382	100.0	984	100.0

* Data derived from Tables 98 and 114.

Table 127 shows the opinions of seniors and parents in regard to the location of the community college. The responses of seniors, parents, and as combined groups show identical preferences for locating a community college.

TABLE 127

DISTRIBUTION OF RESPONSES OF SENIORS AND PARENTS TO QUESTIONS CONCERNING THE LOCATION OF THE COMMUNITY COLLEGE*

Replies	Seniors		Parents		Total	
	Number	Percent	Number	Percent	Number	Percent
One in each county	112	18.6	65	17.0	177	18.0
One to serve from one to three counties	277	46.0	143	37.5	420	42.7
One to serve from one to six counties	142	23.6	96	25.1	238	24.2
Other	12	2.0	10	2.6	22	2.2
No answer	59	9.8	68	17.8	127	12.9
Total	602	100.0	382	100.0	984	100.0

* Data derived from Tables 99 and 115.

Purpose in Attending a Community College

Table 128 reveals that 414 seniors and parents, or 42.1 percent, stated their purpose in attending (having them attend) would be, "To prepare for an occupation that does not require more than two years beyond the high school"; and 223 persons, or 22.7 percent, selected, "To take two years of college work and then transfer to a four-year school." The purposes were ranked alike by the seniors, their parents, and as combined groups. These replies of the respondents indicate that a vital need exists for community colleges in rural Ohio.

TABLE 128

DISTRIBUTION OF RESPONSES OF SENIORS AND PARENTS TO THE QUESTION: "IF YOU WOULD (HAVE THEM) ATTEND A PUBLIC JUNIOR OR COMMUNITY COLLEGE, WHAT WOULD YOUR PURPOSE BE?"*

Purpose	Seniors		Parents		Total	
	Number	Percent	Number	Percent	Number	Percent
To continue general education in preparation for citizenship	94	15.6	67	17.5	161	16.4
To take two years of regular college work and them transfer	139	23.1	84	22.0	223	22.7
To prepare for an occupation that does not require more than two years beyond the high school	264	43.9	150	39.3	414	42.1
Others	14	2.3	8	2.1	22	2.2
No reply	91	15.1	73	19.1	164	16.6
Total	602	100.0	382	100.0	984	100.0

* Data derived from Tables 100 and 116.

The purposes selected by seniors, parents, and the combined groups for attending (having them attend) a community college were in close agreement with those purposes selected by parents in the community-college-survey inquiry shown in Chapter V of the study.

Matched Pairs

In endeavoring to determine whether or not a substantial positive relationship existed between the responses of the senior and those of his parent, matched pairs were used with the results as follows:

(1) Relationship of replies in regard to plans upon graduation: The Pearson Coefficient of Correlation was shown to be 0.665.

(2) Relationship of replies in regard to the interest in attending a community college: The Phi Coefficient was shown to be 0.414.

(3) Relationship of replies in regard to purposes for attending a community college: Chi Square was shown to be 72.52; degrees of freedom, 4.

(4) Relationship of replies in regard to the location of a community college: The Pearson Coefficient of Correlation was shown to be 0.522.

Thus it was shown that statistically a definite positive relationship did exist between the responses of the seniors and their parents.

Recommendations

On the basis of the survey data two things are evident:

(1) There is a need for and an interest in the community college for rural Ohio: An institution that would offer educational opportunity on a level between the present high school and the four-year college or university. A way must be found to open this opportunity and to offer it to both youth and adults within driving distance of their homes.

(2) A positive, co-operative approach by leaders in Education, Agriculture, Business, Industry, and Labor is needed to insure a community-educational program that will meet the further educational needs of youth and adults residing in rural Ohio.

The recommendations now made for the establishment and operation of community colleges in rural Ohio are based upon a study of rural education in Ohio, present-day opportunities at obtaining education above the present high-school level, and the survey data. They are:

1. Legislation
    1. Permissive legislation for the establishment and operation of public junior or community colleges should be enacted by the 101st Ohio General Assembly. This legislation should permit the people of a particular area to vote on the question of offering further educational opportunities to the youth and adults of their area. This should be done in accordance with requirements in the law for the establishment and operation of such schools at the thirteenth and fourteenth grade levels.

2. The people within a particular area, desiring the community college, should accept a leadership role in presenting the need for permissive legislation to their senator and representative. Rural people should co-operate with representatives from such groups as Education, Business, Agriculture, Labor, Industry, and Government in preliminary planning and in the final presentation to the Legislature.

3. Financial support for the community college should be derived from three sources, (1) the state, (2) the local community or area served, and (3) the student. Tuition should be charged, but it should be kept at a minimum.

4. The community college should function as a division of the public-school system. It should be closely related to the high school but maintained and operated as a separate division. It should ultimately serve as the educational core for the community.

5. A state-wide system of community colleges for rural Ohio should be established. The community college should serve from one to three counties. The radius served should be at least twenty miles, but not more than thirty miles.

II. The Community-College Program

1. The community-college program should provide a two-year college program that would include terminal, preparatory, and general education curricula geared to meet the needs of the people. The program should at all times be sensitive to the changing needs of the people.

2. The community-college program should provide a curriculum that reflects the co-operative efforts of community and state leaders.

3. The community-college program should provide an adult-education program consisting of short-term courses for those persons not interested in college credit or training for technical positions. These courses should be offered according to the desires and interests of the people served.

4. The community-college program should be so constructed as to assist secondary schools in the fields of educational and vocational guidance.

5. The community-college program should be so constructed as to assist all public schools of the area in meeting the needs of the physically and mentally handicapped children and youth.

6. The community college program should provide the opportunity whereby local persons, well-qualified to serve as instructors for short-term courses, be given the opportunity to do so.

III. The Role of the College and the University.

1. Present four-year colleges and universities should give active leadership and assistance in the establishment of a state-wide system of community colleges for Ohio. As the need arises they should expand their present on-campus and off-campus programs to meet more fully the changing educational needs of the people.

IV. The Role of the Ohio School Survey Committee.

1. During the time of this study the Ohio School Survey Committee came into existence. They have completed a comprehensive survey of the public schools from grades one through twelve. At this writing the recommendations of this state committee are being considered by the 101st General Assembly of the State of Ohio.

> A recommendation of vital interest to this study was "A committee should be created to conduct a comprehensive survey of higher education in Ohio. No legislation should be enacted establishing junior colleges in this state until after this study is made."
>
> Should the 101st Ohio General Assembly not enact permissive legislation as recommended, then the recommendation made by the Ohio School Survey Committee that a committee should be created to conduct a comprehensive study of higher education in Ohio be accepted and adequate provision be made by law to insure its proper functioning at the earliest possible date. Further, that the scope of the study include the determination of the need for extending education to include grades thirteen and fourteen in Ohio's public-educational system.

Suggestions For Additional Research

The results of the present study revealed four additional research problems which should be of value to the community-college movement:

1. A similar study of rural-educational needs conducted through the office of the county superintendent in case of Ohio's eighty-eight counties.
2. A study to secure opinions of graduates of Ohio's high schools to determine whether or not a community-college program would be valuable and acceptable to them upon graduation.
3. An Ohio study to determine the relationship of the community college to school-district organization.
4. A careful study of the terminal and adult education programs offered in Ohio higher institutions of learning and in Ohio secondary schools.

APPENDIX

QUESTIONNAIRES AND RELEVANT MATERIALS USED IN THIS STUDY

THE OHIO FARM BUREAU INC.

The Advisory Council Guide

Vol. 10, No. 5 February, 1953

"LEARNING GOES ON."

The ADVISORY COUNCIL Guide
Education Department

Vol. 10, No. 5 February, 1953

Learning Goes On

CAN we learn as well today as when we were 13 or 14? Some people believe the saying—"You can't teach an old dog new tricks." Others insist you do keep on learning long after school days are over.

What are the facts? Columbia University found that a person at 45 can learn more than a youth up to the age of 14. After 25, our capacity to learn drops off about one percent a year. They say that we still have 75 percent of our learning powers left at 50 and 50 percent left at 65 years of age. Some of this loss could be overcome with corrected vision.

Do you think we can keep up our powers of learning by practice?

Does our attitide or frame of mind have anything to do with our capacity to learn?

Some authorities say that the best time to learn is when we need to solve a problem: the more pressing our problems, the faster we are likely to learn.

What has been your experience?

When we studied electricity in school it may have meant little to us. When we electrified our farm we had to look into wiring, kilowatts, load, motors and safety factors. Now we have our own laboratory right on our farm.

Has this helped you to learn about electricity faster?

HOW DO WE LEARN?

TO keep up with progress, more young people are going on through high school and college than in former years. More adults are going back to school. Some take special night courses offered in the schools, while others learn at home through correspondence courses. Most of us keep up with our special lines of work and interests by reading, radio, TV, special meetings and conferences. To keep up with our problems and needs we may join special interest groups, such as Extension activities in agriculture and Home Demonstration work.

We learn a lot by sharing our discoveries and views with others. Where we meet regularly with our neighbors to discuss and do something about our problems we speed up learning.

Have your Advisory Council meetings helped you to get useful information?

How many have been helped by our Agricultural Extension Service? What further help would we like? What subjects? What hours?

SCHOOLS FOR THE WHOLE COMMUNITY

AS adults look around for sources of help in meeting the many new problems of today, some are asking why our public schools can't do more. They are close at hand, belong to the public and have much space and equipment which could be used evenings. Here is a natural community center.

Why shouldn't it serve the needs of the whole community; adults as well as youth?

An increasing number of communities are developing programs and courses in the public schools for adults and young people out of school. The GI classes are a good example. In many of our communities, the Vo-Ag teacher meets with adult evening classes.

But many communities say this is only a beginning.

Why should our public schools let out after 8 or 12 years? Why not keep our schools open to everyone, whenever they want to learn?

This is exactly what some states are now doing. The people have obtained special laws providing state funds to add to local funds in financing adult courses in the public schools. The selection of courses is made by those who want them and when they want them. Suppose you are a breadwinner and want to learn more about your work. Or a homemaker and need some extra help in sewing, home decorations or in the use of modern home equipment. As a parent you may be interested in a family-life course. Many adults in these continuing schools are taking up new crafts and hobbies — painting, music appreciation, choral work or group games. Older folks are learning new skills and interests to fit their years.

Many oldsters these days are taking a new interest in citizenship for our new kind of world. Courses in democracy, history and community leadership are made to order for them.

The Opportunity School of Denver, Colorado, is a good example of what can be done by an awakened community. Starting out in 1936, with an old building and a few hundred adults, they now have an enrollment of 25,000 people meeting regularly in 30 neighborhoods.

In Schenectady, New York, 44 GI families started their own school for grown-ups in the apartment building where they all lived, because they wanted to make a go of family life. Classes in sewing and manual training helped these families to build many things they needed. But it did more. It created a good neighborhood and made lasting friends.

An increasing number of high schools are adding a 13th and 14th grade to take care of these courses in the problems of everyday living.

These community schools call for state legislation so that the people of the area can vote on whether they want to establish such a school. Provision may be made to match community funds with state funds to cover necessary expenses.

How much need do you see for continuing learning on through life? Could our schools do more?

Would you favor a state law which would permit us to develop a program in our schools for adults by adding a 13th and 14th grade to high school?

COLLEGES CAN HELP

IN Ohio we have 56 colleges and universities. Most of us are within easy driving distance to one or more of these centers of learning. Studies show that the closer we live to a college or university the more likely we are to go on to school.

Some of these schools are offering night courses to the people of the area. A great deal more could be done if more interest were shown by the community.

Do you know whether your nearest college is offering courses for people not interested in a degree, but who need help on some of their every-day problems?

Would you favor such courses for young people? For yourself? Would you prefer to have your young people go away to college or attend a college nearby so they can live at home?

SCIENCE COMES TO THE FARM

ONE of the outstanding programs of adult learning in America comes to us through Agricultural Extension Service. Every county in Ohio has the services of a county agent and most of them have home demonstration agents.

Now we know that if we are going to succeed at farming we simply must keep up on good farming practices. We need technical help. Through the Extension Service we get the practical results of agricultural research.

The source of this leadership is our Land Grant College on the campus of Ohio State University. The College of Agriculture conducts courses for agricultural students and does some research. The Ohio Agricultural Experiment Station at Wooster carries on research in various fields of concern to farmers. The Agricultural Extension Service brings the results of this research to the aid of farmers.

This whole program depends on the physical equipment and personnel of the College of Agriculture, the Experiment Station and Agricultural Extension.

HOW ARE WE DOING?

THERE was a time when our Land Grant College program in Ohio rated tops in the nation. But in recent years other states with less farm income than Ohio have been passing us up. They have larger budgets, better buildings, and are more adequately staffed.

Judging from the cramped quarters of our College of Agriculture, you wouldn't guess that Ohio ranks among the first 10 states in the nation in agricultural income.

Agriculture is still the largest single industry in Ohio. Our boys and girls need up-to-date equipment and training if they are to succeed. Our buildings were good in their day, but careful observers declare them quite inadequate today.

HERE ARE SOME FACTS

1. In salary level for research staffs, Ohio ranks below the average of the other six midwest Agricultural Experiment Stations.
2. Appropriations for agricultural research and education over the years have represented only one percent of the total state appropriations for all purposes.
3. Among the seven midwestern states, Ohio ranks next to last in per capita expenditures for Agricultural Extension.

WHAT CAN WE DO?

AN action committee made up of representatives from various agricultural organizations and other groups concerned has been studying the plight of our College of Agriculture. This group feels strongly that we need a long-time program of expansion. The committee finds the present location hopelessly limited. It recommends that the College of Agriculture, the College of Veterinary Medicine and the Extension Service be moved to the University farms, west of the Olentangy river. This would allow room for the achievement of a real agricultural center more in keeping with our present and future needs.

Do you think farm people need more agricultural research and education?

In your opinion, what fields of research would help farmers most?

RESEARCH COSTS — AND PAYS

THE Action Committee estimates that the physical requirements in land and buildings for an Agricultural Center and research facilities call for a budget of $15,666,300. This figure is made up of three items:

College of Agriculture	$6,400,000
College of Veterinary Medicine	6,550,000
Ohio Agricultural Experiment Station	2,716,300
Total fixed assets:	$15,666,300

The total state budget for staffing and maintaining the experiment station and extension facilities for the 1953-1955 biennium comes to the yearly average of $2,713,624.

Agricultural Extension Service	$2,005,840
Ohio Agricultural Experiment Station	3,421,408
2	$5,427,248
Average per year operating cost	$2,713,624

Do you think this would be a sound investment? We might compare it with the cost of a super-bomber or a battleship. The atomic plant in Pike County will cost about 133 times the combined budget for the new Agricultural Center.

In every line of business, effective research has proved a good investment. One authority points out that animal diseases alone cost Ohio farmers around $70,000,000 per year. If through research we could cut down this loss by one-fourth it would pay for the whole Agricultural Center in one year.

How can farm people explain to urban residents that agricultural research and education is good insurance and a good investment for them?

WHAT DO WE WANT?

HOW could an Agricultural Center at O.S.U. better serve our needs? What are some of the things we want it to do for us? Here are some of the possibilities:

A. Adequate quarters for:

1. **College of Agriculture**
2. **College of Veterinary Medicine**
3. **Agricultural Extension Service**
4. **Research at Wooster and elsewhere in the state.**
5. **Farmers' gatherings:**
   - **a. Farmers Week**
   - **b. Farm organization conferences**
   - **c. Farm organization conventions**
   - **d. Special short courses and institutes**
   - **e. Others**

B. Adequate staffs, properly paid, to operate these facilities for:

1. **Research**
2. **Education**
3. **Extension**

The Agricultural Extension Service was one of the great pioneers in getting new ideas and the practical results of research to the rural communities of Ohio.

Do we want to keep these services up-to-date?

How can we equip our Land Grant College so it will be better able to serve our needs today?

Let's read:

Louisville Brings Culture to Its People,
Coronet, March 1952, pp. 64-66

Are We Driving a Model-T Mind?,
Better Homes & Gardens, January 1950 p. 25.

Schools for Pioneers,
Newsweek, November 26, 1951, p. 95

Education for All Americans, Responsibility of the Public Schools,
National Education Journal, December 1949, p. 696.

Ask for the above at your public library.

Ohio Needs an Agricultural Center, by John W. Sims,
Ohio Farm Bureau News, December 1952, pp. 8-9.

Let's Keep on Learning, by Arthur E. Morgan
Ohio Farm Bureau News, January 1953, p. 18

DID YOU KNOW:

- **that today more than 1,700,000 men and women are enrolled in adult classes sponsored by our public schools?**
- **that here in Ohio some 300,000 people attend community institutes each year?**
- **that the total annual attendance at Extension Activities is 1,878,289?**
- **that the total annual attendance at Advisory Council meetings in Ohio is close to 300,000?**

Topic for March—"Eyes on Our Legislature"

COUNTY_____ COUNCIL_____

Council Poll - - - - - LEARNING GOES ON - 1953

Please poll your Council and return this sheet, with your minutes, to the Education Dept., Ohio Farm Bureau Federation, Columbus, Ohio. The number voting for each item should be entered in the space at the left. For example: 8 (yes) 1. 7 (no) 2.

I. LEGISLATION

____ (yes) 1. Do you think that your community needs to offer further educational opportunities to youth and adults?
____ (no) 2.

____ (yes) 1. Would you favor permissive legislation, allowing the people of a given area to vote on this question?
____ (no) 2.

II. SUPPORT

How should a community educational program, above the High School level, be financed?

____ 1. Local taxes only.

____ 2. State support only.

____ 3. Student tuition entirely.

____ 4. State and local support evenly divided.

____ 5. State and local support with minimum tuition.

____ 6. Local taxes with minimum tuition.

____ 7. State support with minimum tuition.

____ 8. Other_____

III. ORGANIZATION

____ 1. Use a conveniently located High School, extend it to include grades 13 and 14.

____ 2. Erect or secure a separate building to house the community college.

____ 3. Broaden the program of a near-by college or university to include the community college.

IV. LOCATION

How far would you be willing to drive to attend a community educational center?

____ 1. Not over 30 miles.

____ 2. Not over 20 miles.

____ 3. Not over 10 miles.

____ 4. Not over 5 miles.

V. TEACHING STAFF

In your opinion who could help out as instructors in short-term courses offered as day or evening classes?

____ 1. Agricultural agency leaders. (County Agent, Home Demonstration Agent, Soil Conservationist, etc.)

____ 2. Public school teachers and officers.

____ 3. Local professional people.

____ 4. Local farmers.

____ 5. Local business men.

____ 6. Nearby college professors.

____ 7. Other_____

- - - - - - - - - - - - - - - - - - - -

_____ Number of members in Council.

_____ Number present at this meeting.

_____ Number answering this poll.

FORM II

COMMUNITY COLLEGE SURVEY INQUIRY
(Personal Interview)
"LEARNING GOES ON" 1953

Part I.	Some Facts About Myself
Part II.	Educational Plans For My Family
Part III.	Are the Offerings of Your High School Adequately Meeting the Educational Needs of the Youth of Your Community
Part IV.	Learning Goes On, Five Basic Problems

Packet II

FORM 11

"LEARNING GOES ON, 1953"

COMMUNITY COLLEGE SURVEY INQUIRY

INQUIRY TO INDIVIDUAL FAMILIES OF SELECTED FARM BUREAU ADVISORY COUNCILS.

COUNTY _____

COUNCIL NUMBER _____

___ NUMBER FAMILIES IN COUNCIL

___ NUMBER PRESENT TONIGHT

___ NUMBER FAMILIES ANSWERING THIS SURVEY.

PART I. SOME FACTS ABOUT MYSELF

1. AGE _____ FATHER

_____ MOTHER

2. MY FAMILY (PLEASE CHECK)

1. _____ WE DO NOT HAVE CHILDREN.
2. _____ WE HAVE CHILDREN BELOW THE FIRST GRADE.
3. _____ WE HAVE CHILDREN IN THE ELEMENTARY SCHOOL
4. _____ WE HAVE CHILDREN IN THE HIGH SCHOOL
5. _____ WE HAVE CHILDREN IN COLLEGE
6. _____ OUR CHILDREN ARE OUT OF SCHOOL

3. MY OCCUPATION (7) IS _____ (RETIRED: _____)

8. IF A FARMER, FULL-TIME FARMING? _____

9. PART-TIME FARMING _____. IF SO, OTHER OCCUPATION

10. _____

11. _____ OWNER? 11A. _____ OWNER-RENTER. 12. ___ RENTER.

SIZE OF FARM 13. _____ SMALL UP TO 100 A. 14. _____ LARGE 100 ACRES UP

4. OUR HIGHEST EDUCATIONAL ATTAINMENT:

15. ELEMENTARY
___ FATHER
___ MOTHER

16. SOME HIGH SCHOOL
___ FATHER
___ MOTHER

17. HIGH SCHOOL GRADUATE
___ FATHER
___ MOTHER

18. SOME COLLEGE
___ FATHER
___ MOTHER

19. COLLEGE GRADUATE
___ FATHER
___ MOTHER

5. WOULD YOU AS PARENTS BE INTERESTED IN TAKING COURSES AT A COMMUNITY COLLEGE IT IT WERE LOCATED WITHIN DRIVING DISTANCE OF YOUR HOME? 20. _____ YES 21. _____ NO

PART II. EDUCATIONAL PLANS FOR OUR FAMILY.

1. ARE YOUR CHILDREN INTERESTED IN GOING TO A FOUR-YEAR COLLEGE?
22. ___ YES 23. _____ NO 24. _____ UNCERTAIN

2. IF YOU HAVE ANSWERED 'YES' ABOVE, CHECK BELOW THOSE COURSES THEY PLAN TO TAKE:

25. _____ LIBERAL ARTS
26. _____ BUSINESS
27. _____ JOURNALISM
28. _____ PHARMACY
29. _____ TEACHING
30. _____ MUSIC
31. _____ AGRICULTURE
32. _____ HOME ECONOMICS
33. _____ FORESTRY
34. _____ CHEMISTRY
35. _____ DENTISTRY
36. _____ MEDICINE
37. _____ NURSING
38. _____ ENGINEERING
39. _____ LAW
40. _____ MINISTRY

OTHERS YOU SUGGEST:

_____

_____

3. REGARDLESS OF HOW YOU HAVE ANSWERED THE ABOVE QUESTIONS WOULD YOU BE INTERESTED IN HAVING YOUR SONS OR DAUGHTERS ATTEND A TWO-YEAR COMMUNITY COLLEGE? (WITHIN REASONABLE DISTANCE FROM YOUR HOME)

41. _____ YES

42. _____ NO

4. SIX REASONS ARE GIVEN FOR ATTENDING A COMMUNITY COLLEGE. CHECK THE REASONS, IN ORDER OF THEIR IMPORTANCE, AS THEY RELATE TO YOUR FAMILY. (1, AS MOST IMPORTANT; 2, NEXT IN IMPORTANCE, ETC.)

43. _____ ATTEND TWO YEARS AND TRANSFER TO A FOUR-YEAR COLLEGE.
44. _____ STUDENTS MAY BOARD AND ROOM AT HOME.
45. _____ OPPORTUNITY FOR SPECIFIC JOB TRAINING.
46. _____ SHORT-TERM COURSES OFFERED THAT ARE RELATED TO EVERYDAY LIVING AND OCCUPATIONS.
47. _____ COURSES OFFERED IN GENERAL EDUCATION (PREPARING FOR BETTER CITIZENSHIP.
48. _____ STUDENTS MAY ATTEND PART-TIME AND WORK PART-TIME.

5. CHECK BELOW THOSE COURSES THAT YOU WOULD LIKE TO HAVE YOUR SONS OR DAUGHTERS TAKE AT A COMMUNITY COLLEGE. (IF INTERESTED IN ATTENDING)

____ GENERAL EDUCATION

49.____ ENGLISH
50.____ MATHEMATICS
51.____ SCIENCE
52.____ HISTORY
53.____ ART
54.____ AMERICAN PROBLEMS & GOVERNMENT

____ SPECIFIC JOB TRAINING

55.____ BUSINESS
56.____ BUSINESS MANAGEMENT
57.____ JOURNALISM
58.____ INDUSTRIAL MANAGEMENT
59.____ SECRETARIAL WORK
60.____ _____

61.____ HOME MAKING AND HEALTH
62.____ HEALTH SERVICE
63.____ HOME MAKING
64.____ NURSING
65.____ X-RAY TECHNICIAN
66.____ DENTAL TECHNICIAN
67.____ _____

68.____ PUBLIC UTILITIES
69.____ TELEPHONE
70.____ ELECTRICITY
71.____ GAS
72.____ WATER
73.____ TRANSPORTATION

74.____ CHEMISTRY
75.____ AGRICULTURAL
76.____ INDUSTRIAL
77.____ AUTOMOTIVES
78.____ ART
79.____ CARPENTRY
80.____ COSMETOLOGY
81.____ DIETETICS
82.____ DRAMATICS
83.____ LIBRARY
84.____ MORTUARY SERVICE
85.____ MUSIC
86.____ OPTOMETRY
87.____ PHOTOGRAPHY
88.____ PLUMBING
89.____ RAILROADING
90.____ TEXTILES
91.____ TELEVISION
92.____ WATCHMAKING AND REPAIR

93.____ ENGINEERING
94.____ CIVIL
95.____ DIESEL
96.____ ELECTRICIAL
97.____ RADIO
98.____ _____

OTHER COURSES YOU SUGGEST:

99._____
100._____

6. BELOW ARE LISTED SHORT-TERM COURSES FOR THOSE PERSONS NOT INTERESTED IN COLLEGE CREDIT OR THE TWO-YEAR TECHNICAL COURSES FOUND ON PAGE 2. CHECK TWO THINGS, (1) THOSE COURSES YOU WOULD LIKE TO TAKE, AND (2) THOSE COURSES YOU THINK OR WOULD LIKE TO HAVE YOUR SONS OR DAUGHTERS TAKE.

YOU	YOUR CHILDREN	COURSES
		LEISURE TIME ACTIVITIES:
___	___	ART, FINE & COMMERCIAL, 101
___	___	MUSIC 102
___	___	DRAMATICS 103
___	___	CRAFTS 104
___	___	SHORT-STORY WRITING 105
___	___	106
		HOME AND RELATED ACTIVITIES:
___	___	BUDGETING YOUR INCOME 107
___	___	CHILD CARE AND CHILDREN'S DISEASES 108
___	___	COOKING FOR THE FAMILY 109
___	___	HEALTH IN THE HOME, SCHOOL & COMMUNITY 110
___	___	MARRIAGE & FAMILY 111
___	___	RELIGION 111A
___	___	SEWING FOR BEGINNERS 112
___	___	
		JOB PREPARATION ACTIVITIES:
___	___	ARITHMETIC 113
___	___	BLUE PRINT READING 114
___	___	BOOKKEEPING 115
___	___	BUSINESS MANAGEMENT 116
___	___	CARPENTRY 117
___	___	FARM LAW 118
___	___	FEEDING CATTLE 119
___	___	FEEDING HOGS 120

(CONTINUED AT TOP OF NEXT COLUMN)

YOU	YOUR CHILDREN	COURSES
___	___	MATHEMATICS 121
___	___	PRACTICAL ELECTRICITY 122
___	___	RADIO REPAIR 123
___	___	REPAIRING AUTOMOBILES 124
___	___	TELEVISION REPAIR 125
___	___	WELDING 126
___	___	127
___	___	128
		COMMUNITY AND RELATED ACTIVITIES
___	___	COMMUNITY PLANNING 129
___	___	CURRENT HISTORY 130
___	___	CURRENT PROBLEMS 131
___	___	GOVERNMENT AGENCIES 132
___	___	LOCAL HISTORY 133
___	___	OPEN FORUM TRAINING 134
___	___	DEBATE 135
___	___	SPELLING 136
___	___	RECREATION MANAGEMENT & SUPERVISION 137
___	___	STATE HISTORY 138
___	___	TEACHING SUNDAY SCHOOL 139
___	___	SPEECH TRAINING 140
___	___	WORKING TOGETHER AS GROUPS 141
___	___	142
___	___	143
___	___	144

PART III. ARE THE OFFERINGS OF YOUR HIGH SCHOOL ADEQUATELY MEETING THE EDUCATIONAL NEEDS OF THE YOUTH OF YOUR COMMUNITY? (CHECK AREAS AS REQUESTED)

A. ARE THEY MEETING THE NEEDS OF OUR PHYSICALLY AND MENTALLY HANDICAPPED?

145____GOOD 146____FAIR 147____POOR

B. ARE THEY MEETING THE VOCATIONAL NEEDS OF OUR YOUTH?

148____GOOD 149____FAIR 150____POOR

C. ARE THEY MEETING THE COLLEGE PREPARATORY NEEDS OF OUR YOUTH?

151____GOOD 152____FAIR 153____POOR

D. ARE THEY MEETING THE CITIZENSHIP NEEDS OF OUR YOUTH?

154____GOOD 155____FAIR 156____POOR

YOUR SUGGESTIONS FOR IMPROVEMENT: 157 _____

PART IV. LEARNING GOES ON, FIVE BASIC PROBLEMS.

CHECK EACH PROBLEM AS REQUESTED.

I. LEGISTATION

___ YES
___ NO 158. DO YOU THINK THAT YOUR COMMUNITY NEEDS TO OFFER FURTHER EDUCATIONAL OPPORTUNITIES TO YOUTH AND ADULTS? 159

II. SUPPORT

HOW SHOULD A COMMUNITY EDUCATIONAL PROGRAM, ABOVE THE HIGH SCHOOL LEVEL, BE FINANCED?

___ 160. LOCAL TAXES ONLY.

___ 161. STATE SUPPORT ONLY.

___ 162. STUDENT TUITION ENTIRELY.

___ 163. STATE AND LOCAL SUPPORT EVENLY DIVIDED.

___ 164. STATE AND LOCAL SUPPORT WITH MINIMUM TUITION.

___ 165. LOCAL TAXES WITH MINIMUM TUITION.

___ 166. STATE SUPPORT WITH MINIMUM TUITION.

___ 167. OTHER: _____

III. ORGANIZATION

___ 168. USE A CONVENIENTLY LOCATED HIGH SCHOOL, EXTEND IT TO INCLUDE GRADES 13 AND 14.

___ 169. ERECT OR SECURE A SEPARATE BUILDING TO HOUSE THE COMMUNITY COLLEGE.

___ 170. BROADEN THE PROGRAM OF A NEAR-BY COLLEGE OR UNIVERSITY TO INCLUDE THE COMMUNITY COLLEGE.

IV. LOCATION

HOW FAR WOULD YOU BE WILLING TO DRIVE TO ATTEND A COMMUNITY EDUCATIONAL CENTER?

___ 171. NOT OVER 30 MILES.

___ 172. NOT OVER 20 MILES.

___ 173. NOT OVER 10 MILES.

___ 174. NOT OVER 5 MILES.

V. TEACHING STAFF

IN YOUR OPINION WHO COULD HELP OUT AS INSTRUCTORS IN SHORT-TERM COURSES OFFERED AS DAY OR EVENING CLASSES?

___175. AGRICULTURAL AGENCY LEADERS. (COUNTY AGENT, HOME DEMOSTRATION AGENT, SOIL CONSERVATIONIST, ETC.)

___176. PUBLIC SCHOOL TEACHERS AND OFFICERS.

___177. LOCAL PROFESSIONAL PEOPLE.

___178. LOCAL FARMERS.

___179. LOCAL BUSINESS MEN.

___180. NEARBY COLLEGE PROFESSORS

___181. OTHERS:

_____

_____

_____

THANK YOU.

(LETTER SENT TO COUNTY SUPERINTENDENTS)

January 1953

Mr. H. M. Loudenback, Superintendent
Champaign County Schools
Urbana, Ohio

Dear Mr. Loudenback:

I have undertaken a study to determine rural thinking toward the basic problems of offering further educational opportunities to the rural youth and adults.

This study is under the supervision of Dr. Dan H. Eikenberry, Acting Chairman of the Department of Education, The Ohio State University and in co-operation with the Ohio Farm Bureau, Columbus, Ohio. As a part of this study I would like to secure information from the 1952-1953 Seniors of a six-county area as to the educational needs of Seniors as they see them. The counties selected are: Auglaize, Champaign, Hardin, Logan, Shelby and Union.

In order to secure this data I am asking for an interview with you to explain the short, one page questionnaire, and to request your assistance in getting each local school executive of your county to permit each senior to participate in filling out this questionnaire.

I will call you by telephone within a few days to inquire as to a suitable date to talk this over with your.

Thank you.

Very truly yours,

JMS:es

John M. Stanfield
Superintendent
Logan County Schools

SIX-COUNTY COMMUNITY COLLEGE SURVEY INQUIRY, 1953

INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRES TO THE SENIORS AND THEIR PARENTS

WITH THE APPROVAL AND UNDER THE DIRECTION OF DR. DAN H. EIKENBERRY OF THE DEPARTMENT OF EDUCATION, OHIO STATE UNIVERSITY, THIS STUDY IS BEING UNDERTAKEN TO DETERMINE HOW THE PRESENT EDUCATIONAL PROGRAM IN A TYPICAL RURAL SECTION OF OHIO CAN BE EXTENDED IN ORDER TO MEET THE FURTHER NEEDS OF THE YOUTH AND ADULTS. THESE QUESTIONNAIRES ARE SENT TO THE SENIORS AND THEIR PARENTS WITH THE HOPE THAT THEY WILL HELP PLAN THE KIND OF EDUCATIONAL PROGRAM WHICH SHOULD BE DEVELOPED IN RURAL OHIO. PLEASE EMPHASIZE THAT ALL ANSWERS WILL BE TREATED WITH THE UTMOST CONFIDENCE.

THE COMMUNITY COLLEGE IS USUALLY A PUBLIC INSTITUTION WHICH OFFERS TWO YEARS OF WORK BEYOND THE TWELFTH GRADE AND OFTEN INCLUDES IN ITS PROGRAM THE FOLLOWING: ADULT EDUCATION, SEMI-PROFESSIONAL (TECHNICAL) EDUCATION, BUSINESS EDUCATION, AND THE FIRST TWO YEARS OF COLLEGE WORK. SUCH AN INSTITUTION ATTEMPTS TO PROVIDE COURSES FOR THOSE DESIRING TO FURTHER THEIR EDUCATION EITHER FOR CREDIT OR NON-CREDIT REGARDLESS OF THE YEAR OR GRADE THEY HAVE COMPLETED IN SCHOOL. IN OTHER WORDS, PEOPLE WHO HAVE COMPLETED ALL OR PART OF THE WORK IN ELEMENTARY, HIGH SCHOOL OR COLLEGE MAY TAKE ADVANTAGE OF THE COURSES GIVEN BY THIS TYPE OF SCHOOL. COURSES MAY BE GIVEN AT THE SCHOOL OR BY EXTENSION IN THE COMMUNITY WHERE THEY ARE WANTED. ANY COMMUNITY EDUCATIONAL NEED IS MET IF IT IS POSSIBLE.

GENERAL DIRECTIONS

1. EVERY EFFORT HAS BEEN MADE TO SIMPLIFY THE MARKING AND TO SAVE TIME BY MAKING IT POSSIBLE TO COMPLETE THESE INQUIRES BY (1) CHECKING IN THE SPACE PROVIDED, AND (2) FILLING IN BLANKS. PLEASE BE SURE THAT ALL REQUESTED INFORMATION IS GIVEN.
2. SPECIFIC DIRECTIONS ARE PROVIDED WHEN NEEDED. PLEASE READ THEM CAREFULLY.

DIRECTIONS FOR THE QUESTIONNAIRE FOR THE "HIGH SCHOOL SENIORS"

1. EXPLAIN THE PURPOSE OF THIS STUDY TO THE SENIORS EMPHASIZING WHAT A COMMUNITY COLLEGE PROGRAM IS, THEN HAVE THEM FILL IN THE QUESTIONNAIRE.
2. AFTER THE SENIORS HAVE COMPLETED THE QUESTIONNAIRES, PLEASE GIVE THEM TO THE LOCAL SUPERINTENDENT OF YOUR SCHOOL.

DIRECTIONS FOR THE QUESTIONNAIRES TO THE "PARENTS OF HIGH SCHOOL SENIORS"

1. HAVE EACH SENIOR TAKE A COPY OF THIS QUESTIONNAIRE FOR HIS OR HER PARENT TO FILL IN, APPROXIMATELY ONE WEEK AFTER THE SENIORS HAVE COMPLETED THEIR QUESTIONNAIRES.
2. BE SURE TO HAVE EACH SENIOR EXPLAIN THE PURPOSE OF THE QUESTIONNAIRE TO HIS OR HER PARENTS.
3. EMPHASIZE THAT THESE QUESTIONNAIRES ARE TO BE FILLED IN BY THE PARENTS AS SOON AS POSSIBLE AND RETURNED BY THE SENIORS TO THE TEACHER WHO ADMINISTERED THE QUESTIONNAIRES TO THE SENIORS WHO IN TURN WILL GIVE THEM TO THE LOCAL SUPERINTENDENT. KEEP REMINDING THE SENIORS TO RETURN THEIR PARENTS' QUESTIONNAIRE. A 100% RETURN OF THE QUESTIONNAIRE IS DESIRED.

TO THE LOCAL SCHOOL SUPERINTENDENT

FOR YOUR CONVENIENCE IN ADMINISTERING THE INQUIRES A COPY OF THESE DIRECTIONS HAS BEEN INCLUDED FOR EACH TWENTY-FIVE SENIORS. SUFFICIENT POSTAGE IS BEING SUPPLIED TO YOU FOR RETURNING THE QUESTIONNAIRES FILLED IN BY THE SENIORS AND THEIR PARENTS TO THE FOLLOWING ADDRESS, IF YOUR COUNTY SUPERINTENDENT AND YOU SO DECIDE.

JOHN M. STANFIELD
LOGAN COUNTY SUPERINTENDENT OF SCHOOLS
MEMORIAL HALL
BELLEFONTAINE, OHIO

FORM 111

COMMUNITY COLLEGE SURVEY INQUIRY

SIX-COUNTY RURAL OHIO HIGH SCHOOL SENIORS 1953

NAME_____ SEX___ RACE___ COUNTY_____
LAST NAME FIRST 1 2 3 4 5 6

HIGH SCHOOL_____ LOCATION_____
AGE TO NEAREST BIRTHDAY_____ FATHER'S OCCUPATION_____

I. WHAT DO YOU PLAN TO DO UPON GRADUATION FROM HIGH SCHOOL?

___ 7. ATTEND COLLEGE FOUR YEARS AND SECURE A DEGREE.
___ 8. ATTEND COLLEGE LESS THAN FOUR YEARS.
___ 9. STOP MY FORMAL EDUCATION AND GO TO WORK.
___10. GO TO WORK BUT CONTINUE MY EDUCATION THROUGH SHORT-TERM COURSES RELATED TO EVERYDAY LIVING OR OCCUPATIONS.
___11. STOP MY FORMAL EDUCATION AND GET MARRIED.
___12. GET MARRIED BUT CONTINUE MY EDUCATION THROUGH SHORT-TERM COURSES RELATED TO EVERYDAY LIVING OR OCCUPATIONS.
___13. ENTER MILITARY SERVICE.
___14. UNCERTAIN.

II. IF YOU PLAN TO ATTEND COLLEGE FOR FOUR YEARS OR FOR A SHORTER PERIOD WHAT COLLEGE DO YOU PLAN TO ATTEND? _____
15 16 17 18 19 20

III. IF YOU DO NOT EXPECT TO GO TO COLLEGE, WHAT IS THE REASON?
_____
21 22 23 24 25

IV. WHAT OCCUPATION DO YOU EXPECT TO FOLLOW AS YOUR LIFE WORK?
26 IF ENTIRELY UNCERTAIN LEAVE THE SPACES BELOW BLANK
27 DEFINITELY DECIDED UPON_____
28 CONSIDERING (A)_____(B)_____

V. REGARDLESS OF HOW YOU HAVE ANSWERED THE QUESTIONS ABOVE WOULD YOU BE INTERESTED IN A PUBLIC COMMUNITY COLLEGE OR A JUNIOR COLLEGE IF IT OFFERED, (1) THE FIRST TWO YEARS OF REGULAR COLLEGE WORK, (2) PREPARATION FOR OCCUPATIONS REQUIRING NOT MORE THAN TWO YEARS WORK BEYOND THE HIGH SCHOOL, AND (3) COURSES FOR YOUTH AND ADULTS?
29 ___YES 30 ___NO

1. SPECIFICALLY, WOULD YOU ATTEND SUCH AN INSTITUTION IF TUITION WERE FREE AND THE SCHOOL LOCATED:
   A. WITHIN 10 MILES OF YOUR HOME? 31___YES 32___NO
   B. BETWEEN 10 AND 20 MILES AWAY? 33___YES 34___NO
   C. BETWEEN 20 AND 30 MILES AWAY? 35___YES 36___NO
   D. BETWEEN 30 AND 50 MILES AWAY? 37___YES 38___NO
2. IF YOU HAVE ANSWERED "YES" IN A,B,C, OR D ABOVE WOULD YOUR ANSWER BE THE SAME IF THE COMMUNITY COLLEGE CHARGED TUITION BUT NOT MORE THAN $100.00 PER YEAR. 39___YES 40___NO.

VI. WHERE WOULD YOU BE IN FAVOR OF LOCATING A COMMUNITY COLLEGE?

___41 ONE IN EACH COUNTY.
___42 ONE THAT WOULD SERVE FROM 1 TO 3 COUNTIES.
___43 ONE THAT WOULD SERVE FROM 1 TO 6 COUNTIES.
___ OTHER: PLEASE STATE_____

VII. IF YOU WOULD ATTEND A PUBLIC JUNIOR OR COMMUNITY COLLEGE AS DESCRIBED IN V ABOVE WHAT WOULD YOUR PURPOSE BE? (CHECK BELOW)

___44 TO CONTINUE GENERAL EDUCATION IN PREPARATION FOR THE DUTIES OF A CITIZEN.
___45 TO TAKE TWO YEARS OF REGULAR COLLEGE WORK AND THEN TRANSFER TO A FOUR YEAR COLLEGE OR UNIVERSITY.
___46 TO PREPARE FOR AN OCCUPATION THAT DOES NOT REQUIRE MORE THAN TWO YEARS BEYOND THE HIGH SCHOOL.
___ OTHER: PLEASE STATE _____

Memorial Hall
Bellefontaine, Ohio
January 1953

Dear Parents of High School Seniors:

Under the direction of Dr. Dan H. Eikenberry, Professor of Education at The Ohio State University, I am conducting a survey of a six-county rural area in Ohio to (1) determine from the high school seniors and the adults their needs as they see them for further education, and (2) make some recommendations for a community college program for rural Ohio according to the needs found by the survey. This survey is to be a part of the subject of my doctoral dissertation.

In order to help secure the information mentioned in (1) above the parents of the twelfth grade students of Auglaize, Champaign, Hardin, Logan, Shelby and Union Counties are being asked to answer the questions on the enclosed questionnaire.

Will you please fill out the questionnaire, adding any comments or suggestions which may occur to you? Since it is impossible for me to visit your home to talk to you personally, the prompt return of the questionnaire to the high school by your son or daughter is desired. All answers to the questionnaire will be treated as confidential.

Your co-operation will be sincerely appreciated. Thank you.

Very truly yours,

John M. Stanfield

FORM IV

COMMUNITY COLLEGE SURVEY INQUIRY
PARENTS OF SENIORS IN A SIX-COUNTY RURAL OHIO AREA 1953

PARENTS NAME_____ COUNTY_____
LAST NAME FIRST 1 2 3 4 5 6

SON OR DAUGHTER NAME_____ _____
HIGH SCHOOL CHILD ATTENDS_____

I. WHAT WOULD YOU LIKE TO HAVE YOUR SON OR DAUGHTER DO UPON GRADUATION FROM HIGH SCHOOL?
___7. ATTEND COLLEGE FOUR YEARS AND SECURE A DEGREE.
___8. ATTEND COLLEGE LESS THAN FOUR YEARS.
___9. STOP THEIR FORMAL EDUCATION AND GO TO WORK.
___10 GO TO WORK BUT CONTINUE THEIR EDUCATION THROUGH SHORT-TERM COURSES RELATED TO EVERYDAY LIVING OR OCCUPATIONS?
___11 STOP THEIR FORMAL EDUCATION AND GET MARRIED?
___12 GET MARRIED BUT CONTINUE THEIR EDUCATION THROUGH SHORT-TERM COURSES RELATED TO EVERYDAY LIFE OR OCCUPATIONA?
___13 THEY WILL ENTER MILITARY SERVICE.
___ OTHER: PLEASE STATE_____
___14 UNCERTAIN?

II. IF YOU WOULD LIKE TO HAVE THEM ATTEND FOR FOUR YEARS OR FOR A SHORTER PERIOD, WHAT COLLEGE WOULD THEY ATTEND?_____
15 16 17 18 19 20

III. IF YOUR SON OR DAUGHTER CANNOT ATTEND COLLEGE, WOULD YOU STATE THE REASON? _____
21 22 23 24 25

IV. ___26 WHAT OCCUPATION WOULD YOU LIKE TO HAVE YOUR SON OR DAUGHTER FOLLOW AS THEIR LIFE WORK? (IF ENTIRELY UNCERTAIN LEAVE THE SPACES BELOW BLANK)
27 DEFINITELY DECIDED UPON_____
28 CONSIDERING (A) _____ (B)_____

V. REGARDLESS OF HOW YOU HAVE ANSWERED THE QUESTIONS ABOVE WOULD YOU BE INTERESTED IN HAVING YOUR SON OR DAUGHTER ATTEND A PUBLIC COMMUNITY COLLEGE OR JUNIOR COLLEGE IF IT OFFERED (1) THE FIRST TWO YEARS OF A REGULAR COLLEGE COURSE, (2) PREPARATION FOR OCCUPATIONS REQUIRING NOT MORE THAN TWO YEARS WORK BEYOND THE HIGH SCHOOL. AND (3) COURSES FOR YOUTH AND ADULTS?
29___YES 30___NO

1. SPECIFICALLY, WOULD YOU FAVOR HAVING YOUR SON OR DAUGHTER ATTEND SUCH AN INSTITUTION IF TUITION WERE FREE AND THE SCHOOL LOCATED:
A. WITHIN 10 MILES OF YOUR HOME? 31___YES 32___NO
B. BETWEEN 10 AND 20 MILES AWAY ? 33___YES 34___NO
C. BETWEEN 20 AND 30 MILES AWAY? 35___YES 36___NO
D. BETWEEN 30 AND 50 MILES AWAY? 37___YES #'___NO

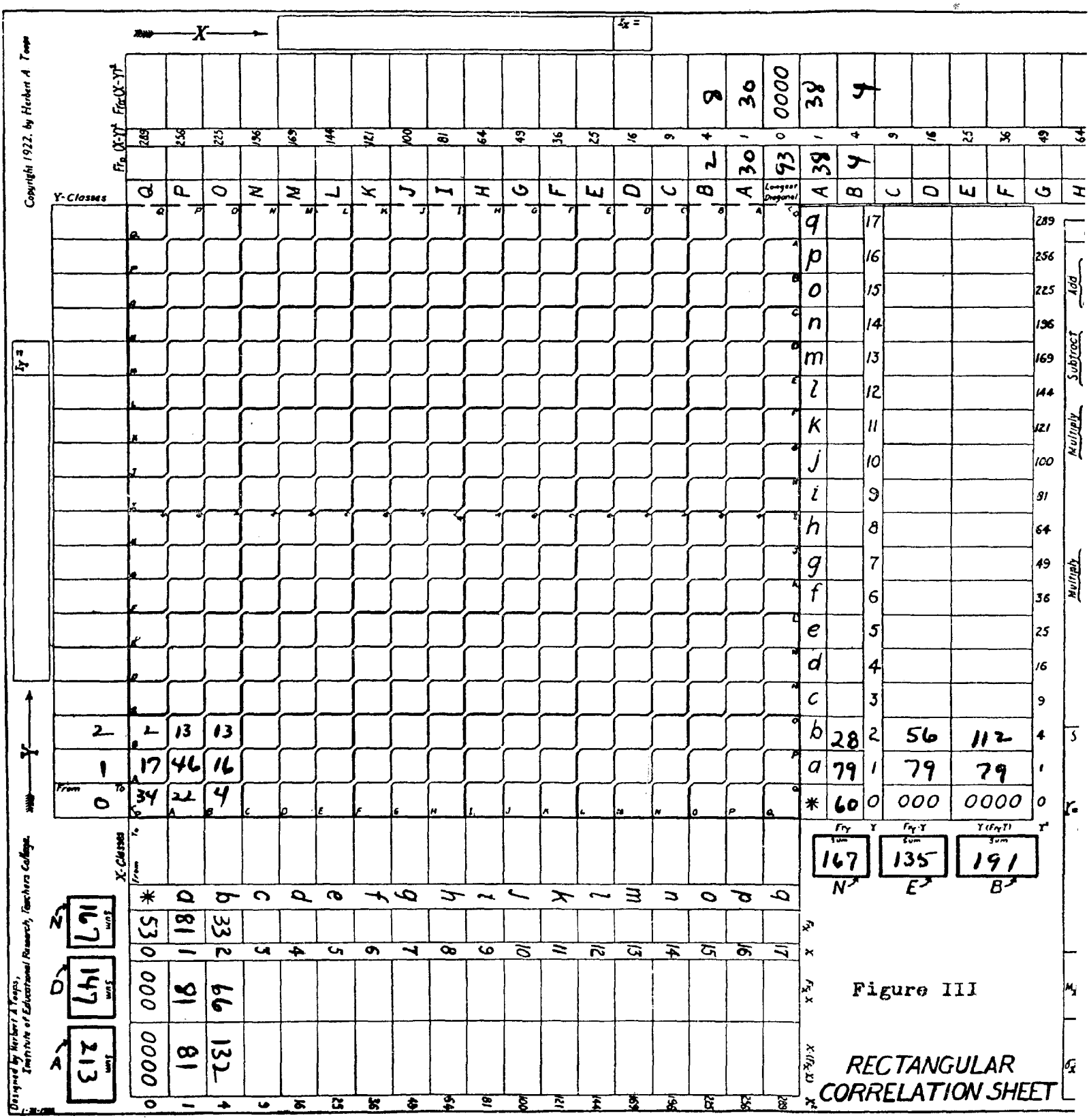
2. IF YOU HAVE ANSWERED "YES" IN A,B,C, OR D ABOVE WOULD YOUR ANSWER BE THE SAME IF THE COMMUNITY COLLEGE OR JUNIOR COLLEGE CHARGED TUITION BUT NOT MORE THAN $100.00 PER YEAR.
39___YES 40___NO

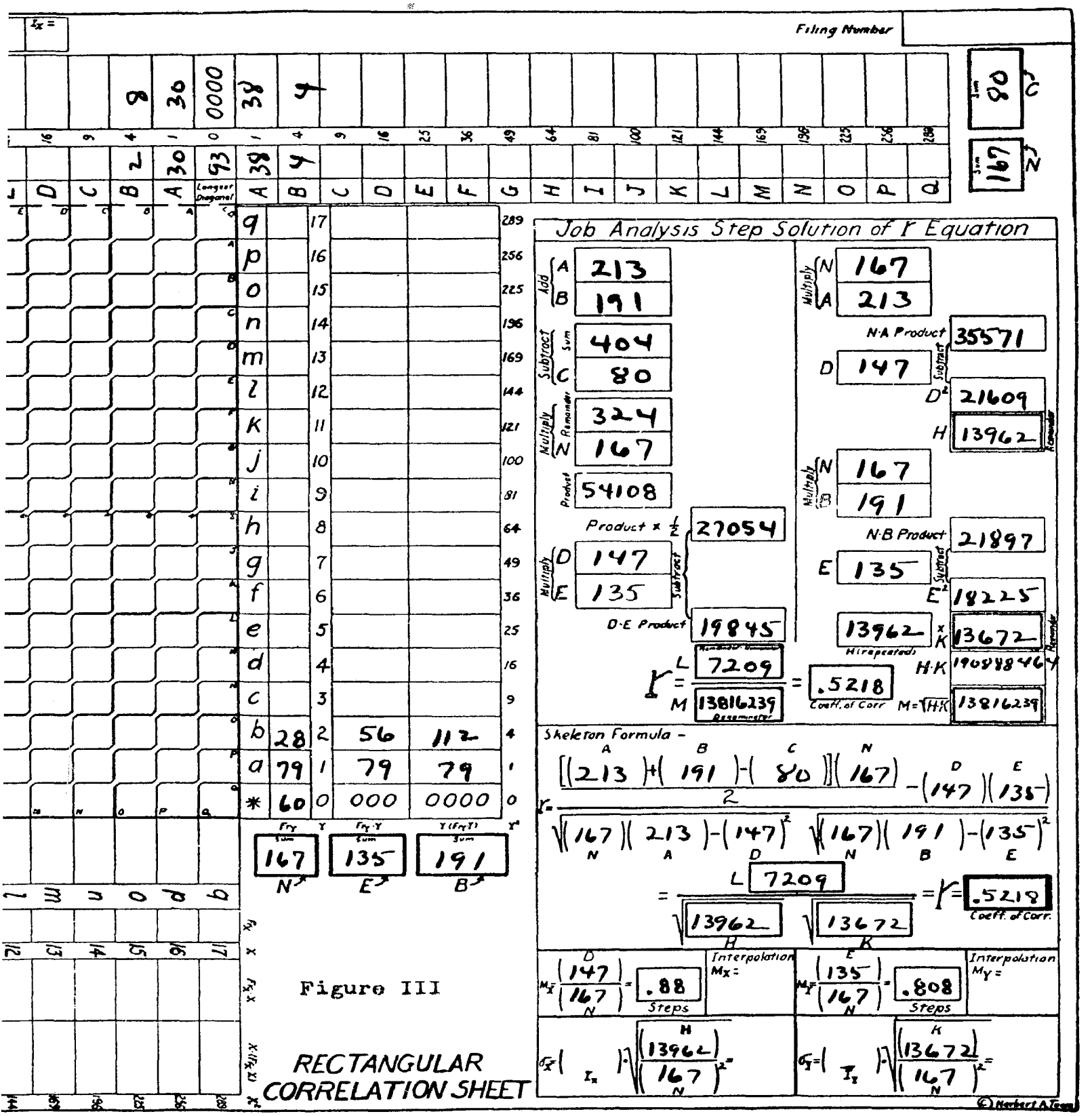
VI WHERE WOULD YOU BE IN FAVOR OF LOCATING A COMMUNITY COLLEGE? (CHECK BELOW)
41___ ONE IN EACH COUNTY
42___ ONE THAT WOULD SERVE FROM 1 TO 3 COUNTIES
43___ ONE THAT WOULD SERVE FROM 1 TO 6 COUNTIES
___ OTHER: PLEASE STATE_____

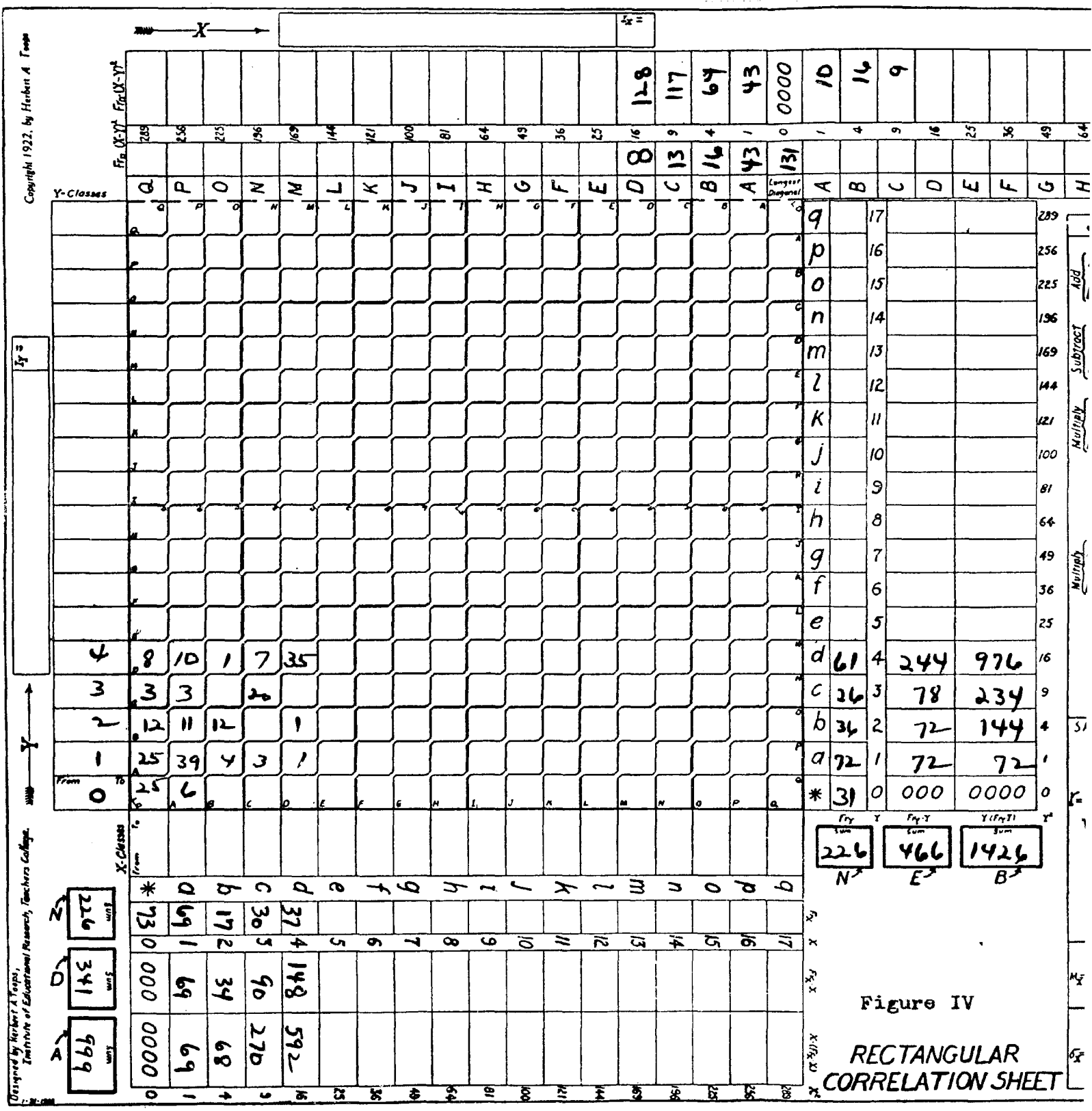
VII. IF YOUR SON OR DAUGHTER WOULD ATTEND A PUBLIC JUNIOR OR COMMUNITY COLLEGE AS DESCRIBED IN V ABOVE WHAT WOULD YOU HAVE IN MIND AS TO REASONS FOR ATTENDING?
44___TO CONTINUE GENERAL EDUCATION IN PREPARATION FOR THE DUTIES OF A CITIZEN.
45___TO TAKE TWO YEARS OF REGULAR COLLEGE WORK AND THEN TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY.
46___TO PREPARE FOR AN OCCUPATION THAT DOES NOT REQUIRE MORE THAN TWO YEARS BEYOND HIGH SCHOOL.
___OTHER: PLEASE STATE_____

WHEN COMPLETED PLEASE HAVE YOUR SON OR DAUGHTER RETURN TO YOUR SCHOOL

THANK YOU


X
Y
Y-Classes
X-Classes
Copyright 1922. by Herbert A Toops
Designed by Herbert A Toops, Institute of Educational Research, Teachers College.
Figure III
RECTANGULAR CORRELATION SHEET
N
E
B
Add
Subtract
Multiply
Multiply


Filing Number
Sum 80 C
Sum 167 N
Job Analysis Step Solution of r Equation
Add A 213 B 191
Subtract Sum 404 C 80
Multiply N Remainder 324 N 167
Product 54108
Product × ½ 27054
Multiply D 147 E 135 Subtract
D·E Product 19845
r = L 7209 / M 13816239 = .5218 Coeff. of Corr
Multiply N 167 A 213
N·A Product 35571
D 147 Subtract D² 21609
H 13962 Remainder
Multiply N 167 B 191
N·B Product 21897
E 135 Subtract E² 18225
13962 Hirepeateds × K 13672
H·K 190848 46 Remainder
M = √HK 13816239
Skeleton Formula -
r = [(213)+(191)-(80)](167)/2 - (147)(135) / √((167)(213)-(147)²)(√(167)(191)-(135)²)
= L 7209 / √13962 H √13672 K = r = .5218 Coeff. of Corr.
Interpolation Mx = D 147 / N 167 = .88 Steps
Interpolation My = E 135 / N 167 = .808 Steps
σx = Ix √(H 13962 / N 167)²
σy = Iy √(K 13672 / N 167)²
Figure III
RECTANGULAR CORRELATION SHEET
Σfy = 167 N
Σfy·Y = 135 E
Σ Y(fy·Y) = 191 B
Herbert A Toops


Copyright 1922, by Herbert A Toops
Designed by Herbert A Toops, Institute of Educational Research, Teachers College.
X
Y
Y-Classes
X-Classes
Figure IV
RECTANGULAR CORRELATION SHEET

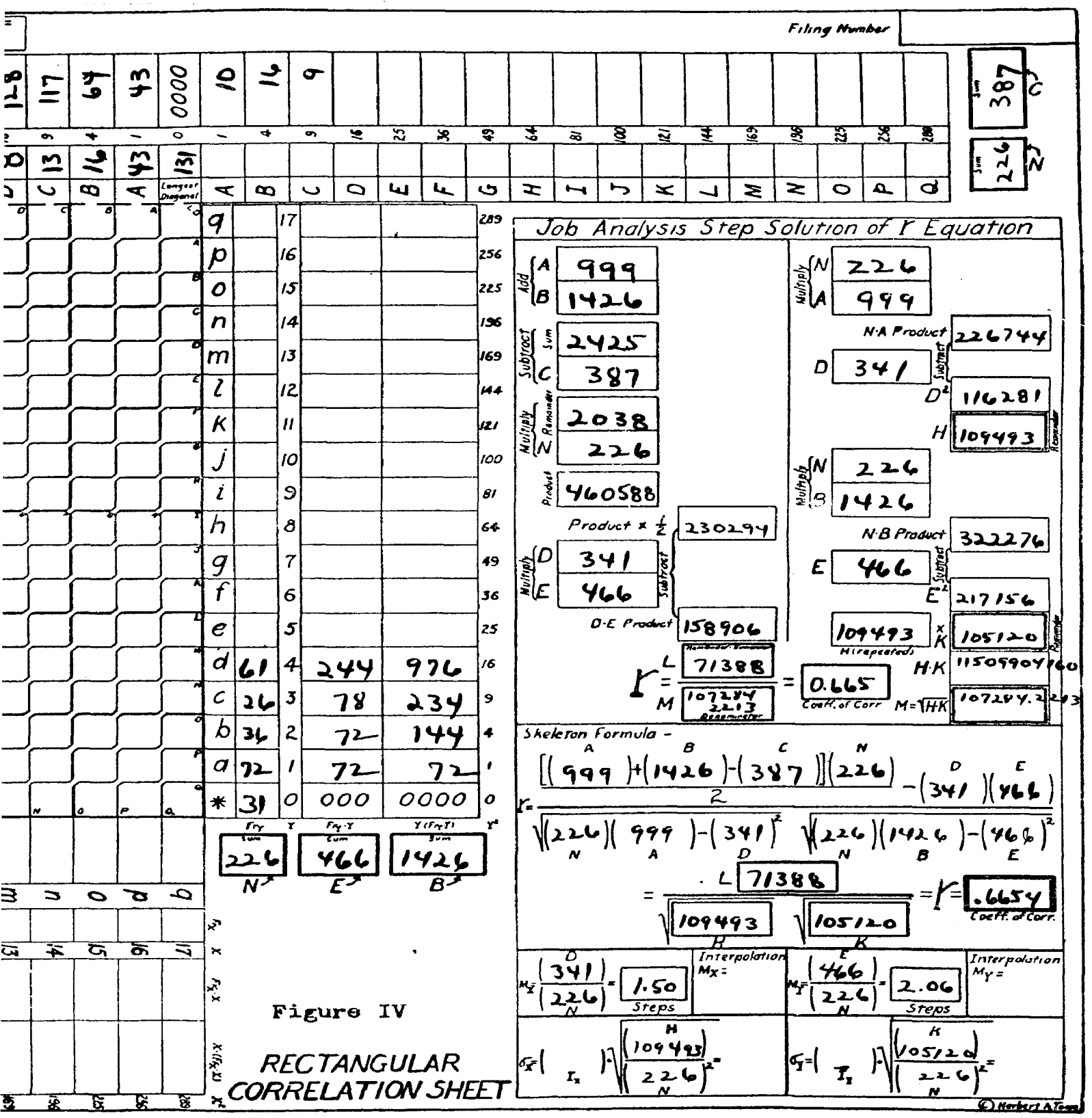

Filing Number
Job Analysis Step Solution of r Equation
Add
Subtract
Multiply
Product
Product x 1/2
Coeff. of Corr
Skeleton Formula -
Interpolation
Steps
RECTANGULAR CORRELATION SHEET
© Herbert A. Toops

Figure IV

BIBLIOGRAPHY

Baldwin, William Edward. Baldwin's Ohio School Laws, Annotated. Cleveland, Ohio: Banks-Baldwin Law Publishing Company, 1954, pp. 458.

Blauch, Lloyd E. American Universities and Colleges. American Council on Education, Washington, D. C.: 6th Edition, 1948, pp. 1105.

Bogue, Jesse P. American Junior Colleges. American Council on Education, Washington, D. C.: 2nd Edition, 1948, pp. 537.

_____. American Junior Colleges. American Council on Education, Washington, D. C.: 3rd Edition, 1952, pp. 604.

_____. The Community College. New York: McGraw-Hill Book Company, Inc., 1950, pp. 390.

Bowers, Harold. Teacher Certification in 1953. A Statistical Summary of Teacher Supply and Demand. Columbus, Ohio: Ohio State Department of Education, 1953, pp. 31.

_____. Teacher Certification in 1954. A Statistical Summary of Teacher Supply and Demand. Columbus, Ohio: Ohio State Department of Education, 1954, pp. 30.

Burckel, Christian E. and Hurt, Huber William. The College Blue Book. New York: Christian E. Burckel and Associates, 1953, pp. 248.

Butterworth, Julian E. and Dawson, Howard A. The Modern Rural School. New York: McGraw-Hill Book Company Inc., 1952, pp. 494.

Dawson, Howard A. Improving Educational Opportunities in Rural Areas. A Progress Report on the Study of the Intermediate District in New York. New York: 1946, pp. 155.

_____. "Rural Education A Distinctive Field," A Pamphlet Containing a Portion of a Report of the Executive Secretary, Department of Rural Education, National Education Association. Washington, D. C.: 1952, pp. 4.

_____. "Trends in School District Reorganization," Phi Delta Kappan, Volume XXXII, No. 7, March, 1951, pp. 344.

Dawson, Howard A., Reeves, Floyd W., et al. Your School District. Washington, D. C.: Published by the Department of Rural Education, National Education Association, 1948, pp. 286.

Ducoff, Louis J. and Hagood, Margaret Jarman. "Occupational Patterns of Rural Population," Rural Life in the United States. (A. A. Knoff Company, New York, 1949) Taylor, et al., pp. 549.

Educational Policies Commission. Education For All American Youth, A Further Look. Washington, D. C.: National Education Association, 1952, pp. 402.

_____. Education For All American Youth. National Education Association and American Association of School Administrators, Washington, D. C.: 1944, pp. 421.

Edwards, Allen. Statistical Analysis for Students in Psychology and Education. New York: Rinehart and Company, Inc., 1946, pp. 340.

Eells, Walter C. The Junior College. Boston: Houghton Mifflin Company, 1931, pp. 833.

_____. Why Junior College Terminal Education. American Association of Junior Colleges, Washington, D. C.: 1941, pp. 365.

Eikenberry, D. H. The Need For Upward Extension of Secondary Education in Ohio. Columbus, Ohio: The Ohio State University, 1954, pp. 90.

Eyman, R. M. "Small Schools Benefit No One," School Topics, Published by the Ohio Education Association, Columbus, Ohio: March, 1952.

Hanna, Ben M. Extending Secondary Education to Meet the Needs of the Youth of Norwood, Ohio. Unpublished Doctoral dissertation, The Ohio State University, 1949, pp. 211.

Howard, Ralph A. Letter from the State Supervisor of Vocational Education, Ohio State Department of Education, Columbus, Ohio: February, 1953.

Landis, Paul H. Rural Life in Process. New York: McGraw-Hill Book Company, 2nd Edition, 1948, pp. 538.

Leahy, John F. The Development of a State-wide Plan for Establishing Community Colleges in Ohio. Unpublished Doctoral dissertation, The Ohio State University, 1952, pp. 284.

National Education Association. Research Bulletin, "Public School Revenues, 1949-1950," Volume XXX, No. 4, December, 1952, pp. 167.

_____. Research Bulletin, "Schools and the 1950 Census," Volume XXIX, No. 4, December, 1951, pp. 172.

Maize, William Farnum. The Attendance of Ohio Students in Ohio Higher Institutions of Learning, Unpublished Master's thesis, The Ohio State University, Columbus, Ohio, 1952, pp. 187.

McQuown, James B. A Study of the Terminal Education Needs of Ohio's 1947 High School Seniors. Unpublished Doctoral dissertation, The Ohio State University, 1948, pp. 819.

McNemar, Quinn, Psychological Statistics. New York: John Wiley and Sons, Inc., 1949, pp. 388.

Monroe, Walter S. Encyclopedia of Educational Research. New York: Macmillan Company, 1952, pp. 1520.

Neeley, Ida S. A Proposed Plan for Meeting the Needs of the Secondary Youth in Fairfield County, Ohio. Unpublished Master's thesis, The Ohio State University, 1950, pp. 157.

Ohio Education Association. Research Bulletin, "Principal Legislation Affecting Ohio Schools Enacted by the 99th General Assembly," Volume IV, June, 1951, pp. 21.

_____. Research Bulletin, "Basic Financial Data, Ohio School Districts," Volume VIII, No. 5, May, 1954, pp. 36.

_____. Research Bulletin," Resources Per Pupil For Operating Expenses in Ohio School Districts, 1952-1953, May, 1954, pp. 9.

_____. Research Bulletin, "Survey of Teachers' Salaries in Ohio, 1952-1953," Volume VII, No. 1, January, 1953, pp. 11.

Ohio Farm Bureau Federation Inc., Education Department. "The ABC's of Councils," Columbus, Ohio, pp. 10.

Ohio School Survey Committee. What Faces Ohio's Public Schools? "A Brief Digest of the Report of the Ohio School Survey Committee," Columbus, Ohio, 1954, pp. 80.

Patterson's American Educational Directory. Illinois: Educational Directories Inc., 205 West Wacker Drive, 1952, pp. 834.

Pond, Millard Z. A Proposed Community College Program for Urban Junior College. Unpublished Doctoral dissertation, The Ohio State University, Columbus, Ohio, 1952, pp. 341.

President's Commission on Higher Education. Higher Education for American Democracy. Volumes I and II, Washington: United States Government Printing Office, 1947, pp. 103 and 74.

Sexson, John A. and Harbeson, John W. The New American College. New York: Harper Brothers, 1946, pp. 312.

State Department of Education. Educational Directory, 1954-1955. Columbus, Ohio, pp. 155.

_____. Ohio High School Standards, 1953. Columbus, Ohio, pp. 194.

_____. High School Principals' Reports, 1952-1953, Department of Elementary and Secondary Education, Columbus, Ohio.

The Society for the Promotion of Engineering Education, A Study of Technical Institutes. Pennsylvania: February, 1931, pp. 281.

United States Bureau of the Census. U. S. Census of Population, 1950: Volume II, Characteristics of the Population, Part 35, Ohio, Chapter B. U. S. Government Printing Office, Washington, D. C.: 1952, pp. 35-196.

_____. Statistical Abstract of the United States: 1952, Washington, D. C.: U. S. Government Printing Office, 1952, pp. 1081.

United States Office of Education. Good Schools Don't Just Happen. A Booklet Prepared for the Commission for Youth by Staff Members of the United States Office of Education with the Assistance of a Lay Advisory Committee. Produces and distributed by Science Research Associates, Chicago, 4, Illinois, 1951, pp. 26.

Wood, William and Kempfer, Homer. "The Community College -- A Challenging Concept For You," Reprinted from School Life, June and November, 1950, pp. 144 and 32.

AUTOBIOGRAPHY

I, John M. Stanfield, was born June 15, 1907, in Hamilton, Ohio. I received my secondary education in The Rushsylvania Public Schools. I was graduated from Ohio Northern University, Ada, Ohio, receiving my degree of Bachelor of Arts in 1932. Following graduation I spent eight years as teacher and coachin the Public Schools of Ohio, two years as teacher and principal of The Fairbanks Public Schools, Fairbanks, Alaska, two years in the United States Naval Reserve, five years as local school executive in the public schools of Ohio.

My graduate education began in 1936 at The Ohio State University and in 1939, I was granted the degree Master of Arts with major specialization in the area of school administration. For the past five years I have served as superintendent of the Logan County Schools while completing the requirement for the degree Doctor of Philosophy.